



# British Section, SHAPE International School

## CURRICULUM OVERVIEW - AUTUMN TERM 2026

### YEAR 4 - Phoenix Class



**English:** This term, the children will study the book **'The Barnabus Project'** and **'The Tin Forest'** as well as non-fiction books relating to World War 1. They will learn how to predict and infer and learn the skills of summarising the main events, identifying themes and conventions and how to carefully retrieve and record appropriate facts from non-fiction texts. They will write across fiction and non-fiction genres to entertain - narrative, description, poetry; to inform – explanation, diary and non-chronological reports. Writing skills taught will include identifying a main clause, expanded noun phrases, formal and informal writing, correct use of fronted adverbials, using a range of sentence structures, how to write a narrative with a clear structure and cohesion and how to edit for technical accuracies. Spelling is taught daily and we follow the Spelling Shed scheme of learning. This term's spelling focus is contractions, the use of the possessive apostrophe, how to change the spelling of a root word by adding a prefix or suffix, syllables and how to make a singular noun plural. The children will also continue to learn how to spell the commonly mis-spelt words from the Y3/4 word list.

**Home Learning:** *In order to practise developing the skills of reading fluently and with expression, the children are expected to read **daily** and record this neatly in their reading record. Each week they will be given a spelling test for the weeks words that we will be learning. This will be sent home with the children each week and can also be accessed via their own spelling shed account where they can practice.*

**Mathematics: Number** is the key focus for this term. They will begin with **Place Value** where they will represent and partition numbers to 1,000 then 10,000. They will use number lines to estimate, order and compare. They will explore the similarities and differences between the Roman number system and our number system and then move onto rounding numbers to the nearest 10, 100 and 1,000. In **Addition and Subtraction**, the children will learn how to add and subtract 1, 10, 100 and 1,000 before moving onto adding and subtracting 3 and 4 digit numbers with exchange. They will learn how to check their calculations by reversing their calculations, so aiding problem solving. In **Multiplication and Division**, the children will build on their prior learning in Year 3, by learning the 6, 9, 7, 11 and 12 times tables and corresponding division facts. They will also learn how to multiply and divide by 1 and 0. In **Measurement** the children will focus on **Area** where they will learn what area is, how to count squares to calculate area and how to make shapes and compare area.

**Home Learning:** *In readiness for the Multiplication Tables Check (MTC), the children should use the digital platform **[timestables.co.uk](https://www.timestables.co.uk)** and practice daily.*

**Science:** Our first unit, **Sound**, takes children through six lessons where they learn how to: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; and recognise that sounds get fainter as the distance from the sound source increases. Our second unit is **Electricity** where the children will learn to identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, how to: identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit; and recognise some common conductors and insulators, and associate metals with being good conductors.



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**Computing:** The first unit is **Computing Systems and Networks – The Internet**. The children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. The second unit is called **Creating Media – Audio Production**. The children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally; discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves,

**History:** This term's focus is **World War 1** – a local history study

Key questions to be answered this term are:

Who was Private John Parr and why do we remember him? What happened at the Battle of Mons? What was life like in the trenches? Why did the soldiers need Talbot House?

The children will use evidence to reconstruct life in the time studied, identify key features, look for links and effects and be able to offer a reasonable explanation for some events. artefacts. They will also begin to evaluate the usefulness of different sources.

**Geography:** This term's Geography unit is **Earthquakes**. The children will learn about the structure of the earth, tectonic plates, their movement, and how this movement can lead to earthquakes. The children will look at the effect they have on people and communities, and what help they need before and after they occur. Additionally, they will also focus on what we can learn from some famous earthquakes in the past.

**Art and Design:** This term's unit of work is entitled **Storytelling through Drawing** where the children will explore how we can create sequenced imagery to share and tell stories. The children will look at the artists **Laura Carlin** and **Shaun Tann** and use sketch books to gather ideas from the way the artists work. The children will learn how to use line, shape, colour and composition to develop evocative and characterful imagery. Taking inspiration from our History topic of World War 1, the children will use a variety of **medium** – including oil and chalk pastels, charcoal and inks – to create their own artwork from black and white photographs and images. The children will learn to capture light and shadow in order to create form and convey an atmosphere.



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**Design and Technology:** The children in Year 4 will focus on the design and technology area with a **Food focus – creating a healthy meal/snack**. In this module of study, the children will **investigate** what types of food groups are needed to make a healthy diet. They will **generate** and clarify ideas through discussion to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user. They will also plan the main stages of a recipe, listing ingredients, utensils and equipment. The children will then make and **evaluate** their final product with reference to the design criteria and the views of others.

**Music:** In music this term, the children will learn to play some basic chords on the ukulele. They will learn correct playing technique and will be able to play and sing along to some songs. The children will be taught to read Ukulele tablature and will also clap and read crotchet notation. Additionally, the pupils will learn to sing some WW1 songs linked to their history topic. Towards the end of the term, the children will work towards a Christmas class activity.

**Religious Education:** In RE this term, the children will study the key question, '**What kind of world did Jesus want?**'. The children will explore the life and teachings of Jesus and consider the kind of world he wanted people to live in. They will learn about his first disciples and how Christians today try to follow his example. The children will explore Jesus' teachings about kindness, compassion and helping others, including the parable of the Good Samaritan. They will consider how these teachings influence the lives of Christians today and how people can make a positive difference in their communities.

**PSHE:** The two core learning themes for this term will be;

**Being Me in My World** – Children will learn about belonging, responsibility and being active members of their class and school community. They will explore how their choices affect others and how they can contribute positively to the world around them.

**Celebrating Difference** – Children will develop an understanding of diversity, equality and inclusion. They will learn to value differences, build respectful relationships and understand



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**PE:** This term's PE lessons will focus on **Cross Country, Tag Rugby and Dance**. The opportunity to compete in the whole-school cross-country event will help build character and embed values, such as perseverance, fairness and respect. In **Tag Rugby**, the children will learn the skills and how to work together as a team. They will then have the opportunity to take part in the KS2 Tag Rugby Tournament. In **Dance**, the children will explore and create characters and narratives in response to a range of stimuli. They will be taught to show control, accuracy and fluency of movement when performing actions on their own.

During all PE sessions, the children will learn to understand the link between heart rate and breathing when exercising.

**French:** The children will enjoy a range of stories, songs, poems and rhymes linked to **parts of the body** and **family**. They will listen to spoken language and show their understanding by joining in and responding. Role play opportunities - at the doctors - will enable the children to broaden their vocabulary and develop their ability to understand new words by speaking in sentences, using familiar vocabulary, phrases and basic language structures. They will also continue to develop accurate pronunciation and intonation.