






Teversham Church of England Primary School







Curriculum Plans Summer 2026 - Eagle Class Year 4








Enrichment: Making Lighthouses with electrical circuits
Trip: Visit to Shepreth Wildlife Park to investigate rainforest habitats
Marble Treat: Wheels on the playground!

Learning will include:

<p>English</p> 	<p>Basic skills:</p> <ul style="list-style-type: none"> • Adverbials • Possessive apostrophes <p>Michael Morpurgo – Kensuke’s Kingdom</p> <ul style="list-style-type: none"> • Diary entries and recounts • Adding detail • Suspense story writing <p>The Lost thing By Shaun Tan</p> <ul style="list-style-type: none"> • Descriptive writing • Explanation texts • Narrative
<p>Maths</p> 	<p>We will continue to learn our 8, 9, 11 and 12 times tables</p> <p>Fractions:</p> <ul style="list-style-type: none"> • Converting between fractions, decimals and percentages • Identifying equivalent fractions <p>Data collection</p> <ul style="list-style-type: none"> • Collecting data over time • Presenting and analysing data in different ways <p>Position:</p> <ul style="list-style-type: none"> • Describe the positions of shapes in a quadrant • Describe how a shape has been translated • Plot points on a graph to draw shapes
<p>Science</p> 	<p>Electricity:</p> <ul style="list-style-type: none"> • Explain how electrical currents are transmitted • Built electrical circuits • Built switches that turn circuits on and off • Identify different types of circuits
<p>Religious Education</p>	<p>Christianity:</p> <ul style="list-style-type: none"> • Why is good stewardship and generous giving important for every Christian?

	<ul style="list-style-type: none"> • Why do Christians believe they are people on a mission? • Why is Pentecost so important to Jesus' disciples?
<p>History</p> 	<p>Ancient Greeks: We will be recapping the Ancient Greeks to support with our art unit on pottery.</p>
<p>Geography</p> 	<p>Tomorrowland In this unit, we continue to build children's understanding of human geography (settlement, urban geography), building on previous units about where we live and the UK. We also introduce sustainability, an important theme in contemporary geography. At this point, we will focus on environmental sustainability in the context of cities embedding the idea in examples of real places. This unit also raises awareness of some key population issues (the world's rapidly growing population and the move from rural to urban areas over the past 150 years).</p>
<p>Music</p> 	<p>Volcanoes and Weather In this unit we will use various weather conditions and volcanoes to inspire both composition and performance work. The children will make use of graphic and traditional notations, play keyboards and percussion instruments and use their voices expressively and to sing. They will aim to extend their musical vocabulary and reflect on how to make improvements to their own work. Later in the term they will also be learning the songs for the summer production.</p>
<p>Art and Design</p> 	<p>Sculpture: In art, we will be using the medium clay. We will begin by learning the score and slip technique to help bind clay together. We will then reflect on our prior learning of the Ancient Greeks to investigate how they used pottery for different purposes. We will be researching the names of the pots and their uses. We will also learn about two different styles that Greek potters used: the black figure technique and the red figure technique. We will investigate how these were used and the differences between them. We will then look at the stories Greek pottery tells, including Greek myths and how historians have learnt about daily life in Greece from these pots. Finally we will design our own Greek style vase before using clay to create our own.</p>
<p>Design and Technology</p> 	<p>Electrical: Our DT project this term will link heavily with the children's science learning about electricity. We will begin looking at different light sources, such as torches, lamps and other battery-powered lights and discussing how these are made. We will then use electrical components to build a simple circuit that turns a bulb on and off and how we can control this with a switch. Once we have a secure understanding of this, we will design our own light source and incorporating an electrical design. Finally, we will create our light source and evaluate the effectiveness of it, identifying the strengths and considering what we could do to improve it next time.</p>

<p>Computing</p> 	<p>Editing Media: In this topic we will be learning how to use the program 'paint.net'. We will be using this program to help us import photographs and edit them in various different ways in order to create differing effects</p> <p>Data Logging: This cross curricular topic will also support our maths and Geography field word objectives. We will collect data on the weather using data loggers and then present and analyse this data using various computer programs.</p>
<p>Physical Education</p> 	<p>Games: We will be learning how to play tennis. We will start learning how to move around the court without tripping, learning how to serve the ball to ensure it is received by our opponent and learning the different strokes – forehand and backhand to return the ball.</p>
<p>French</p> 	<p>In French we will be looking at how describe our place in the world. We will learn vocabulary and language for themes connected to the World by learning specific vocabulary for countries of the United Kingdom, continents and animals from different continents and a country's position related to the Equator.</p>
<p>PSHE</p> 	<p>Personal safety: Managing safety and risks: This term, we will be looking at how to stay safe. We will begin by recapping our feelings, being able to name them and how to communicate with others. We will look at how we can stay safe in school and why we have rules. We will then look at the qualities trusted adults and friends have and discussing what they do to make us feel safe. Next, we will look at how secrets can be safe or unsafe and discussing what we can do to feel safer and what to do if our Early Warning Signs are telling us we don't feel safe. Finally, we will be looking at how we can stay safe outside of school, recapping road safety, talking to strangers and how our bodies react in risky situations. We will also discuss the actions we could take in an emergency, such as calling the emergency services, knowing when to call 999 and how to stay safe around fire.</p>
<p>Whole School Collective Worship Themes for Summer Term 2026</p>	
<p> In the first half of term, we will explore the idea of Christian Service, considering the actions each of us can take. We will be engaging with the summer stewardship challenge from the Diocese of Ely and will take part in the "God's Green Guardians" challenge, developing pupils' abilities to see injustice, to become change makers and to be courageous in their actions.</p> <p>In the second half of the term we will explore the value of truthfulness. We will explore sharing the truth with compassion, considering the feelings of others. We will also think about the importance of telling the whole truth; avoiding exaggeration and telling the truth when it is difficult. We will consider people who have had the courage to be truthful in the face of challenges.</p> <p><i>We love because He first loved us. 1 John 4:19</i></p>	