Year 4 Foundation Subject Overview Autumn 2 2026

All subjects will be taught discretely, making links to other areas of learning where appropriate. These links will be to prior learning and to other subject areas to give knowledge meaning and context.

Computing

In computing, the children will be learning about programming through Scratch. They will create their own game and use key coding features such as variables, sensors and if statements. The children will also practise debugging their projects and evaluating their designs in order to improve how well their programs work. This will help them develop their problem-solving skills and gain confidence in using code to create interactive games.

RE

This half term, the children are learning about Jesus' teachings and actions in the Christian Gospel stories. They will identify a gospel as the story of the life and teaching of Jesus, and will recall key events from the calling of the first disciples in Matthew 4:18-19. The children will make links between this story and how Christians today try to be "fishers of people". They will also explore what Jesus' teachings suggest about how the world should be, and consider the meaning of his actions towards the leper. In addition, they will think about the message of the Good Samaritan story, including its importance for charity in Christian life. Throughout the topic, the children will discuss ways in which Christians show that they are following Jesus and connect some of Jesus' teachings to life today.

Geography

This half term, the children are learning about where our food comes from and how the choices we make can affect the environment. They will explore the journey of a cocoa bean, map and calculate the distance different foods have travelled, and design ways to collect data about food origins. The children will also discuss the importance of trading responsibly and consider the advantages and disadvantages of buying local and imported food.

Science

This half term, the children are learning about states of matter and the water cycle. They will explore materials and objects that can be grouped as solids, liquids and gases, and investigate materials that are more difficult to categorise. The children will also learn how some materials can change state from one form to another. As part of their scientific work, they will practise

PE

Dance – focussing on characters and narrative through movement and gesture.
Ball skills - opportunities to develop a variety of ball skills without restrictions of specific rules related to well known games.

French

This term, the children will be revisiting the basics of speaking, with a focus on my town, your town. They will learn and practise vocabulary linked to shops and asking for and giving directions. The children will also listen carefully and respond accurately to a sequence of commands. In addition, they will recognise and read the names of places in a town, and match words to pictures accurately. These activities will help them build confidence in speaking, listening, reading and understanding simple language in context.

PSHE

Connecting with others : How can we respect each other?
Using positive thoughts and words when things are challenging. Practice being respectful in different settings. Describe a range of ways to build trusting friendships. Consider how actions help us look after our friendships. Explain when and how to ask for help if I see bullying.
Describe what stereotypes are and why they are unfair.

Music

Music will be delivered by Musica Kirklees on a Tuesday afternoon.

DT

This half term, the children are learning about designing and making biscuits. They will begin by tasting and exploring the taste and texture of existing biscuits, before discussing how a recipe can be changed and improved. The children will then select ingredients for a specific target audience, create a design for a biscuit box using a cuboid template, and modify their recipe using both their design ideas and a budget. Finally, they will develop criteria to help them evaluate their finished product.

using a thermometer and stopwatch accurately, and plan investigations such as whether water temperature affects how quickly ice melts. In addition, they will explore the water cycle and carry out, review and evaluate an evaporation experiment.

Art

This half term, the children are learning how to use tone in their artwork. They are exploring how to mix tints and shades to create lighter and darker colours, and how to vary tone to make objects look three-dimensional. The children will experiment with different painting techniques to create tone and build confidence using paint. They will also learn how to plan the arrangement of objects in a still life composition before applying their knowledge to produce their own still life painting.

How can you help?

Ask your child about their learning in school.

Be aware of what your child is accessing online.

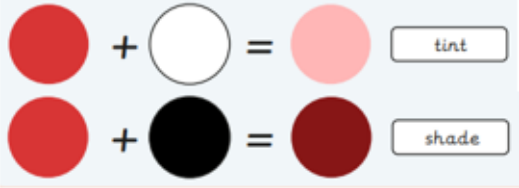
Ensure they read for at least 10 minutes, 5 times per week with an adult.

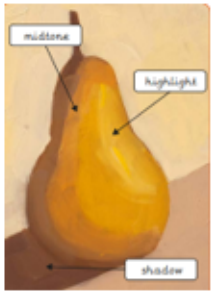
Access TT Rockstars 5 times per week.

Art – Year 4
Painting & mixed media: Light and dark

Sticky Knowledge

Colour: Adding black to a colour creates a shade.
Colour: Adding white to a colour creates a tint.
Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object.
Line: Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object.
Tone: Using lighter and darker tones of a colour can create a 3D effect and show the form of an object.
Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork.





Tone
How light or dark something is.



Still life
When artists draw, paint or photograph carefully arranged objects that do not move, such as fruit, flowers or everyday items.



What should I already know?

Line: Combining more complex lines and marks can represent texture, tones and patterns.
Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).
Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.
Space: Careful observation helps them decide how to place objects and shapes to create a clear composition.



Warm colours *are used to draw the eye and make objects jump out at the viewer. They can seem energetic, bright and happy.*

Cool colours *move away from the viewer. They can be relaxing or calm, but they can also seem sad.*

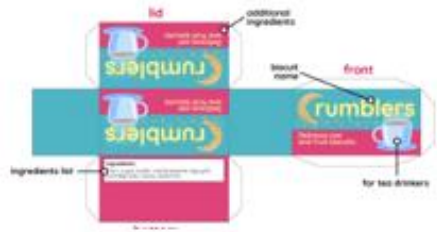


DT – Year 4
Cooking and Nutrition - Adapting a Recipe

Sticky Knowledge

- The amount of an ingredient in a recipe is known as the 'quantity'.
- Safety and hygiene are important when cooking.
- The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping.
- The importance of budgeting while planning ingredients for a recipe.
- Products often have a target audience.

Example packaging





Adapting a recipe is making a simple recipe unique by thoughtfully adding or removing ingredients.



Working to a budget is spending a certain amount of money so the final product is affordable for the people who want to buy it.

What should I already know?

That seasonal means foods that grow in a given season in a given country.
Some seasonal foods that grow in the UK and what season they grow in.
That eating seasonal foods can have a positive impact on the environment.
How to describe the flavour and texture of foods.
How to cut and peel safely.
That the appearance of food is as important as taste.
That similar coloured fruits and vegetables often have similar nutritional benefits.

The five different food groups are:
1. Carbohydrates.
2. Fruits and vegetables.
3. Protein.
4. Dairy.
5. Oils and spreads.



Geography – Year 4 Unit: Where does our food come from?

Sticky Knowledge

Different foods require different conditions, such as temperature, rainfall, soil type and amount of sunlight. Therefore, each biome's unique conditions mean only certain food can grow.

Importing food:

- Helps to support communities in developing countries.
- Provides people with a variety of food.
- May encourage deforestation.
- Increases air miles.
- Can sometimes be more expensive.

Trading responsibly:

- Helps workers get the best deal for their product.
- Helps farmers share ideas.
- Gives communities extra money.
- Preserves natural habitats and supports the climate.

Advantages of buying local food.

Reduces food miles.
Provides people with fresh seasonal food.
Creates jobs in the local community.

Disadvantages of buying local food.

- May mean greenhouses are used to grow food out of season.
- May be more expensive if farmers sell independently.





What should I already know?

Plant Origins: Fruits and vegetables come from plants. Some grow underground (like carrots and potatoes), while others grow above ground on trees, bushes, or vines (like apples, tomatoes, and cabbages).
Animal Origins: Animals provide meat (like beef, pork, and chicken) and dairy products (like milk, cheese, and butter).
The Journey of Food: You can buy food at supermarkets, local shops, and markets, but it might have traveled a long distance from the farm to your plate.
Weather & Biomes: Plants only grow well where the weather suits them. For example, bananas grow in hot, tropical climates, while apples and plums can grow in colder UK weather.
Processing: Raw ingredients can be turned into different meals (e.g., wheat from plants is turned into flour to make bread).



RE – Year 4 Unit: Gospel

Sticky Knowledge

The term 'gospel' derives from Old English 'godspell', meaning 'good news' or 'good story', referring to the message of Jesus's redemption.

The four Gospels—Matthew, Mark, Luke, and John—are known for their unique perspectives: Matthew focuses on Jesus's teachings, Mark on actions, Luke on compassion, and John on divinity.

Jesus's parables often used everyday activities, such as farming and fishing, to explain deeper spiritual truths, making them relatable to his audience.

The Good Samaritan - links between the Good Samaritan story and the importance of charity in Christian life.

New Testament - The second part of the Christian Bible that tells the story of Jesus and the early Christian Church, containing Gospels, letters, and prophetic writings.







What should I already know?

Christianity is the world's largest religion, with over two billion followers who believe in the teachings of Jesus found in the Gospels.

Timeline

Birth of Jesus (c. 4 B.C.): Jesus is born in Bethlehem to Mary and Joseph.

Baptism of Jesus (c. 27 A.D.): Jesus is baptised by John the Baptist in the River Jordan.

Miracles of Jesus (c. 28-30 A.D.): Jesus performs numerous miracles, such as healing the sick, turning water into wine, and feeding thousands.

Crucifixion (c. 30 A.D.): Jesus is arrested, tried, and crucified.

Resurrection (c. 30 A.D.): Three days after his crucifixion, Jesus rises from the dead.

The Great Commission (c. 30 A.D.): After his resurrection, Jesus instructs his disciples to spread the Gospel to all nations

Transferable Question

What kind of World did Jesus want?

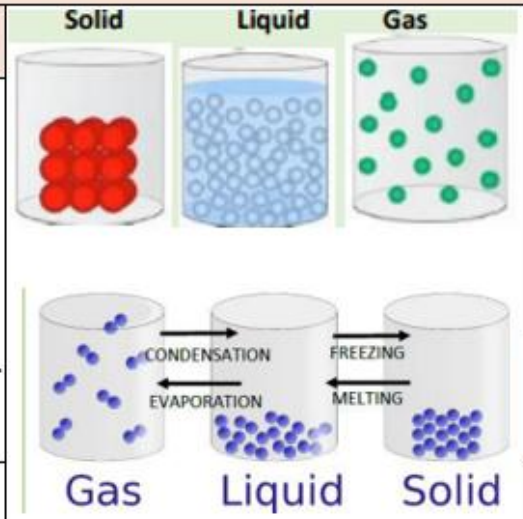
Science – Year 4
States of Matter

Sticky Knowledge

What is a solid? When materials hold their shape. Their particles are closely packed and form a regular pattern. Their shape is fixed and they will always take up the same amount of space. Examples: Ice, Wood, Glass, Diamond. other.
What is a liquid? When materials hold the shape of the containers they are in and so can change shape. Their particles are close together but can move over each other. Liquids can be poured. Examples: Water, Milk, washing-up liquid.

What is a gas? Gases can escape from open containers. They often cannot be seen. They have particles which can spread it and move in all directions. Examples: Steam, Hydrogen, Oxygen, Carbon Dioxide.

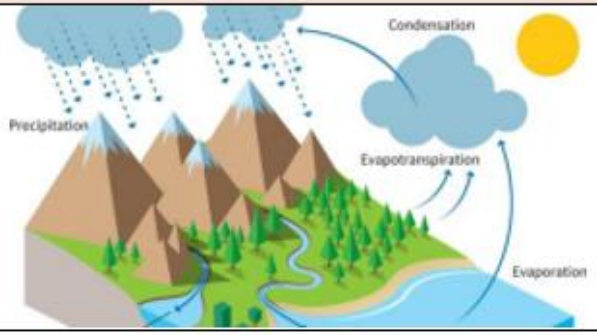
Water continually moves around the Earth in the water cycle. The Sun evaporates water into water vapour. When the water vapour cools down it turns into liquid water and it rains.



What should I already know?

Some materials are used for certain purposes because of their properties.
Materials can be hard, soft, strong, weak, absorbent, heavy, light, solid and runny, smooth and rough; these descriptions denote the properties of a material.
Know that matter (stuff) is made from tiny building blocks

Water Cycle



Year 4 French- My town, your town



Sticky Knowledge

Verb Bank
All the words below are part of verbs:

Regardez! - look
Ecoutez! - listen
Répétez! - repeat
Levez-vous! - stand up
Asseyez-vous! - sit down
Comptez avec moi! - count with me
Chantez avec moi! – sing with me
Trouvez moi! - find me
Montrez moi! - show me

Noun Bank

Le café- the cafe
Le cinéma- the cinema
Le restaurant – the restaurant
Le supermarché- the supermarket
Le stade – the stadium
La boulangerie- the bakers
La pharmacie- the chemist
L'école – the school

Noun Bank
lundi - Monday
mardi- Tuesday
mercredi - Wednesday
jeudi- Thursday
vendredi- Friday
samedi - Saturday
dimanche- Sunday
janvier- January
février- February
mars- March
avril- April
mai- May
juin- June
juillet- July
août- August
septembre – September
octobre – October
novembre – November
décembre - December

Question and Answer Bank
Où est….?- Where is ….?
Voici… - Here is ……

Phonics
"**ez**" (regard**ez**, ecout**ez**)
"**an**" (ch**an**tez, boul**an**gerie)
"**ou**" (v**ou**s, b**ou**langerie, tr**ou**vez)

What should I already know?

- say and write some colours linked to fireworks.
- say and write some days of the week.
- remember days of the week in French.
- understand some months of the year in French.
- read and write dates in French.
- know about Christmas celebrations in French.

Grammar Bank

When words are the same in two languages we call them **cognates** and when they look very similar we call them **semi-cognates**.

When a noun begins with a vowel and it is being used with "le" or "la", then the vowel at the end of "le" or "la" is replaced with an apostrophe
e.g. l' école

PSHE – Year 4 Unit: Connecting with Others: How can we respect each other?		What should I already know?
Sticky Knowledge		Families can help and care for each other in lots of different ways. Healthy families help children feel loved, safe and cared for.
Good manners are everyday ways of showing respect. We can show good manners through: Saying please and thank you, waiting your turn, holding the door open for someone, sharing equipment, tidying up shared spaces and knocking before someone enters the room.		Each family is different.
Healthy friendships might make you feel valued, supported, included and safe. Unhealthy friendships might make you feel left out, lonely, worried and unsafe.		Everyone has different boundaries which help them feel safe and comfortable. To communicate your boundaries, you can say: I don't like... I need some space. That makes me feel uncomfortable. Can you please stop....? If someone does not respect your boundaries, try again. If it still happens, tell a trusted adult.
Positive self-talk is one way of showing self-respect. You can practice positive self-talk by saying: I can do hard things, it's normal to need help, mistakes help me learn, I'm proud		
You can build friendships by being kind and honest, saying sorry if trust is broken, finding a fair compromise, respecting boundaries, listening and including others.		
If you see bullying or unfair treatment, you can start telling other people, like a trusted adult.		A falling out is a disagreement that stops friends getting along. When this happens, we can use kind and fair words to solve a problem.