



Y4 Foundation Subject Curriculum Coverage Autumn 2026

DT

- Know that car designs have evolved over many years.
- Know that a chassis is the frame of the car on which everything else is built on.
- Know that moving things have kinetic energy.
- Know that cars have axles so that the wheels can move freely.

History

- An overview of when the first world civilizations appeared across different continents.
- Understand the chronology of Ancient Egyptians and through different millennia.
- Ancient Egyptian society began around 8,000 BC around the River Nile, Africa.
- Egyptian society was very hierarchical - this means some groups of people were deemed more important than others. Each group had a different role to play.
- Religion was very important in Ancient Egypt - they were polytheists - different gods and goddesses were in charge of different parts of their lives.
- Mummification was the method of preserving a body - this process was very important as they believed it prepared them for the afterlife.

Geography

- Know, name and locate the main rivers in the UK.
- Know the tributaries that flow into the River Humber and where they originate from.
- Can name significant rivers of the UK and the seas that some rivers flow into.
- Understand the process and features of the water cycle
- Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation.
- Identify the main features and processes of a river e.g source, waterfall, meander, mouth, stream, deposition, erosion

Art

- Know the local area has a range of different architectural influences.
- Know that drawing leads to a range of careers and engineering, designing and architecture require the use of representations of - buildings.
- Understand that an elevation drawing enables you to see the front or side of something, providing the change to see everything from other viewpoints.
- Understand that a vanishing point is a position in which lines to make a 2D drawing appear 3D.

Music - Charanga

- To be able to talk about the musical dimensions working together in the Unit songs.
- To choose one song and be able to talk about: the style indicators, lyrics, what the song is about, musical dimensions, instruments and identify the main sections of the song.

Computing

- To be able to use a slide presentation program
- To be able to use Google Forms to create and share surveys and questionnaires
- To be able to use a shared spreadsheet program

PSHE

- Know how individual attitudes and actions make a difference to a class
- Know about the different roles in the school community
- Know their place in the school community
- Know what democracy is (applied to pupil voice in school)
- Know that their own actions affect themselves and others



Religion and Worldviews

Communities:

Key Faiths: Christianity, Hindu, Buddhist, Sikhi and Humanism

- What is meant by 'community'?
- Where is there evidence of religion in the locality?
- How diverse is the local community?
- Why do people belong to different groups?
- What are the responsibilities of belonging?

Key festivals and celebrations: Diwali, Remembrance Day and Christmas.



Science

Chemistry:

- ☐ Knows how to distinguish between a solid, liquid and gas (solids hold their shape; liquids form a pool and gases expand to fill available space).
- ☐ Knows that some materials change state when they are heated or cooled e.g. when water reaches boiling point or freezing point (avoid irreversible changes).
- ☐ Knows the temperatures at which ice, water and water vapour change state.
- ☐ Knows the part played by evaporation and condensation in the water cycle.

Working Scientifically:

- ☐ Observe closely and classify a range of solids and liquids.
- ☐ Explore making gases visible
- ☐ Classify materials according to whether they are solids, liquids and gases.
- ☐ Observe a range of materials melting
- ☐ Investigate how to melt ice more quickly.
- ☐ Observe the changes that are non-reversible relating (common ingredients).
- ☐ Investigate melting points of different materials
- ☐ Explore freezing different materials
- ☐ Observe and measure temperature of hot water, cold water, icy water...
- ☐ Observe water evaporating and condensing
- ☐ Set up investigations to explore changing the rate of evaporation.
- ☐ Use secondary sources to find out about the water cycle.
- ☐ Using their data, can explain what affects how quickly a solid melts.
- ☐ From their data, can explain how to speed up or slow down evaporation.
- ☐ Present learning about the water cycle in a range of ways e.g. diagrams, explanation text, story of a water droplet.





**East Park
Primary School**

Respect, grow, believe and achieve together

Y4 Foundation Subject Key Vocabulary Autumn 2026

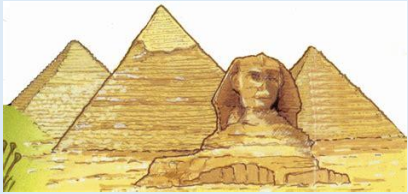


**Horizon
Academy Trust**

Where anything is possible

History vocabulary

afterlife, ancient, archaeologist, chronology, continent, civilization, deities, hierarchy, fertile, hieroglyphics, mummification, papyrus, pyramids, pharaoh, sarcophagus, society, tomb



Art vocabulary

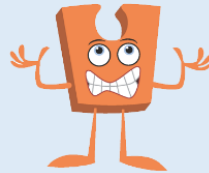
culture, vanishing point, scale, proportion, itecture, representation, ation, nt, era



PSHE vocabulary

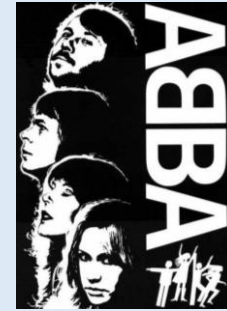
Being me in my world: included, excluded, welcome, valued, team, Charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, Learning Charter, contribution, observer, UN Convention on Rights of Child (UNCRC).

Celebrating difference: character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, Cyber bullying, text message, website, troll, special, unique, physical features, impression, changed.



Music vocabulary

pulse, rhythm, pitch, dynamics, rest, tempo, duration, beat, crotchet, minim, semibreve

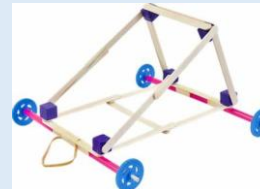


Religion and World Views vocabulary

People of God, religion, community, spiritual, unity, religion, identity, values, multicultural, diversity

DT vocabulary

function, graphics, bird's-eye view, aesthetic, air resistance, chassis



Computing vocabulary

Collaborative learning: collaborate, comment, e-document, edit, email, reply, presentation software, link, reviewing comments, share, spreadsheet, transition, icon, insert (file), presentation

Further coding with scratch: code, conditional statement, direction, icon, position, project, sprite, tinker, code block, decompose, feature, orientation, program verb, Scratch, stage (Scratch), variable

Geography vocabulary

mouth, water cycle, oxbow lake, salt water, fresh water, River Ouse, River Trent, River Hull, estuary, source, meander, tributary, stream, erosion, waterfall, deposition



Science Vocabulary

heated, cooled, temperature, degrees, Celsius, evaporation, properties, vibration, condensation, water cycle, states of matter, freezing point, melting, particles, precipitation, process, water vapour



Reading

- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and read for a range of purposes.
- I can recommend books I have read to my peers, giving reasons for my choices.
- I can identify and discuss themes, ideas, events and conventions in and across a wide range of writing.
- I can learn a wider range of poetry by heart, e.g. narrative verse, haiku.
- I can ask questions to improve my understanding.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- I can identify how language, structure and presentation contribute to meaning.
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction text.

Spelling, Punctuation & Grammar

- I can use dictionaries to check the spelling and meaning of words.
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can use expanded noun phrases to convey complicated information concisely.
- I can punctuate bullet points consistently.
- I can express time, place and cause using conjunctions [for example, when, before, after, while, so, because].
- I can express time, place and cause using adverbs [for example, then, next, soon, therefore]
- I can identify and use modal verbs [for example, might, should, will, must].

Hand-writing

- I can write legibly and fluently, by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for a task.

Writing

- I can plan writing by: identifying the audience and purpose of the writing and use other writing as models.
- I can plan writing by: noting and developing initial ideas, drawing on reading and research where necessary.
- I can draft and write by: in narratives, describing settings, characters and atmosphere.
- I can draft and write by: using a wide range of devices to build cohesion within and across paragraphs.
- I can draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- I can evaluate and edit by: assessing the effectiveness of my own and others' writing.
- I can evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- I can evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.
- I can proof-read for spelling and punctuation errors



Y4 Mathematics Curriculum Coverage and Key Vocabulary Autumn 2026



Place Value

- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- I can interpret negative numbers in context.
- I can count forwards and backwards with positive and negative whole numbers, including through zero.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can solve number problems that require me to use place value and number.
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can solve number and practical problems that involve all of the above.

Vocabulary

compare, order, place value, round, (to nearest) count through zero, partition, greater than, less than, ascending, descending

Multiplication and Division

- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I can multiply numbers up to 4 digits by a one-digit number using a formal written method.
- I can multiply numbers up to 4 digits by a two-digit number using long multiplication.
- I can multiply and divide numbers mentally drawing upon known facts.
- I can divide numbers up to 4 digits by a one-digit number using short division and interpret remainders appropriately.
- I can multiply whole numbers and decimals by 10, 100 and 1000.
- I can divide whole numbers and decimals by 10, 100 and 1000.
- I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- I can solve problems involving multiplication and division.

Vocabulary

factor pairs, composite numbers, prime number, prime factors, square number, cubed number, common factors, common multiples, multiplication facts (up to 12x12) product, division facts, inverse, formal written method

Addition and subtraction

- I can add whole numbers with more than 4 digits using the column method.
- I can subtract whole numbers with more than 4 digits using the column method.
- I can add numbers mentally with increasingly large numbers.
- I can subtract numbers mentally with increasingly large numbers.
- I can use rounding to check answers to calculations and determine levels of accuracy.
- I can solve addition multi-step problems in contexts.
- I can solve subtraction multi-step problems in contexts.
- I can solve problems involving addition and subtraction.

Vocabulary

column addition and subtraction, efficient written method, order of operations

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Reasoning – explaining why – use the word 'because' to explain how you know.

Problem solving – real life examples of when the maths might be used.