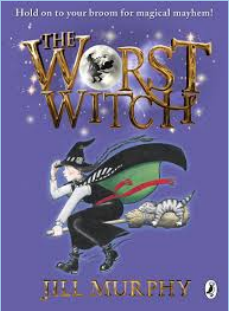
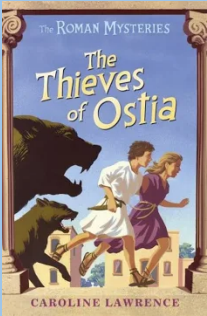
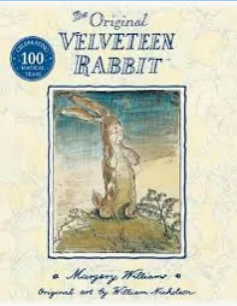


Riverside Primary School
Long-Term Curriculum Planning Coverage Overview
2026-2027
Year 4

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Ancient Egypt 	Bright Sparks 	Around the world in 30 days 	Revolutionary Romans 	Marvellous Mexico 	Healthy Me 
Wow start:	Discovering an Egyptian mummy	Human circuits using energy stick	Drama lesson based on Chapter 1 of The Polar Bear Explorers' Club	Colchester Castle	Mexican Dance	Joe Wicks Fitness Routine
English	Portal Story The Time Slip Scarab Instructions How to make a Mummy	Warning Story The Old Warehouse Information text Goblinology	Defeating the Monster Zelda Claw Writing to inform Recount - Vlog	Portal Story and Fantasy Elf Road Writing to persuade Persuasive letter to Mrs Smith	Wishing Story The King of the Fishes Discussion Debate on whether children should ...	Suspense Story Red Eye Explanation How to be healthy
Writing:	Riverside Sentence Types: ing, ed. The more, the more Emotion word, (comma) 2 pairs. Noun, which/who/where Short sentences If, if, if, then. Double LY ending Writing to entertain Text Features Detailed description Use paragraphs to organise in time sequence Other Style Ideas Opportunities for comparing different forms of past tense (progressive and simple) Grammar and Sentences Use fronted adverbials to show how/when an event occurs, Use expanded noun phrases to add detail & description	Riverside Sentence Types: ing, ed. The more, the more Emotion word, (comma) 2 pairs. Noun, which/who/where Short sentences If, if, if, then. Double LY ending Writing to persuade Text Features Use of 2nd person Planned repetition Facts & Statistics Adjectives for positive description Other Style Ideas Link to oracy, esp. for speeches Use of colour and images, esp. for advertising Grammar and Sentences Use imperative verbs to convey urgency,	Riverside Sentence Types: ing, ed. The more, the more Emotion word, (comma) 2 pairs. Noun, which/who/where Short sentences If, if, if, then. Double LY ending Writing to entertain Text Features Detailed description Use paragraphs to organise in time sequence Other Style Ideas Opportunities for comparing different forms of past tense (progressive and simple) Grammar and Sentences Use fronted adverbials to show how/when an event occurs, Use expanded noun phrases to add detail & description	Riverside Sentence Types: ing, ed. The more, the more Emotion word, (comma) 2 pairs. Noun, which/who/where Short sentences If, if, if, then. Double LY ending Year 4 Noun, which/who/where Short sentences If, if, if, then. Double LY ending Writing to entertain Text Features Detailed description Use paragraphs to organise in time sequence Other Style Ideas Opportunities for comparing different forms of past tense	Riverside Sentence Types: ing, ed. The more, the more Emotion word, (comma) 2 pairs. Noun, which/who/where Short sentences If, if, if, then. Double LY ending Writing to entertain Text Features Detailed description Use paragraphs to organise in time sequence Other Style Ideas Opportunities for comparing different forms of past tense (progressive and simple) Grammar and Sentences Use fronted adverbials to show how/when an event occurs, Use expanded noun phrases to add detail & description	Riverside Sentence Types: ing, ed. The more, the more Emotion word, (comma) 2 pairs. Noun, which/who/where Short sentences If, if, if, then. Double LY ending Writing to inform Text Features Paragraphs used to group related ideas Subheadings to label content Other Style Ideas May be built around a key image Use techniques to highlight key words (bold, underline, etc.) Grammar and Sentences Use subordinating conjunctions to join clauses, including as openers,

	Use subordinate clauses to add detail or context Use nouns & pronouns for clarity and cohesion Adverbials Soon Meanwhile As... The next day... Later... Carefully Without a thought... Conjunctions if when because while as until whenever once Punctuation Content Use full punctuation for direct speech, including punctuation within and before inverted commas, Secure use of apostrophes for possession, including for plural nouns. Use commas after fronted adverbials and subordinate clauses May begin to use dashes for emphasis Writing to inform Text Features Paragraphs used to group related ideas Subheadings to label content Other Style Ideas May be built around a key image Use techniques to highlight key words (bold, underline, etc.) Grammar and Sentences Use subordinating conjunctions to join clauses, including as openers, Use expanded noun phrases to inform, Use commas to separate adjectives in a list, Use relative clauses to add further detail Begin to use present perfect tense to place events in time, Adverbials First Firstly Before After Later Soon Also In addition However Conjunctions when before after while	Use rhetorical questions to engage the reader Use noun phrases to add detail and description, Use relative clauses to provide additional enticement Adverbials Firstly Also In addition However On the other hand Therefore In conclusion Conjunctions if because unless so and but even if when Punctuation Content Ensure use of capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Use commas to mark relative clauses Use commas to make fronted adverbials and subordinate clauses Writing to inform Text Features Paragraphs used to group related ideas Subheadings to label content Other Style Ideas May be built around a key image Use techniques to highlight key words (bold, underline, etc.) Grammar and Sentences Use subordinating conjunctions to join clauses, including as openers, Use expanded noun phrases to inform, Use commas to separate adjectives in a list, Use relative clauses to add further detail Begin to use present perfect tense to place events in time, Adverbials First Firstly Before After Later Soon Also In addition However Conjunctions when before after while because if	Use subordinate clauses to add detail or context Use nouns & pronouns for clarity and cohesion Adverbials Soon Meanwhile As... 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Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items
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	because if Punctuation Content Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items	Punctuation Content Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items	because if Punctuation Content Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items	However On the other hand Therefore In conclusion Conjunctions if because unless so and but even if when Punctuation Content Ensure use of capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Use commas to mark relative clauses Use commas to make fronted adverbials and subordinate clauses	because if Punctuation Content Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items	
Reading:	Fiction ● Story Mapping: Orally rehearsing and mapping complex narrative structures. ● Inference: Deducing character motives and feelings from subtle text clues. ● Word Chemistry: Analysing how specific vocabulary and figurative language create mood. ● Prediction & Summary: Using structural clues to anticipate plots and summarise main ideas. ● Book-Talk: Debate and justify personal opinions about text themes using evidence.			Non-Fiction ● Navigation: Using subheadings, glossaries, and layouts to locate information fast. ● Structural Awareness: Deconstructing text types (e.g., reports, instructions, persuasion). ● Fact vs. Opinion: Distinguishing between objective data and persuasive bias. ● Technical Vocabulary: Identifying and mastering subject-specific Tier 3 words. ● Retrieval: Skimming for main ideas, scanning for keywords, and note-taking.		
Class Reader:	<i>So You Think You’ve Got It Bad? A Kid’s Life in Ancient Egypt</i> Chae Strathie 	<i>The Worst Witch</i> Jill Murphy 	<i>The Polar Bear Explorers Club</i> Alex Bell 	<i>The Thieves of Ostia –</i> Caroline Lawrence 	<i>The Velveteen Rabbit</i> Margery Williams 	<i>Fitter, Healthier, Happier! : Your Guide to a Healthy Body and Mind</i> Joe Wicks 
Grammar and Punctuation:	● Full stops and Capital letters ● Capital letters for proper nouns ● Question marks and exclamation marks. ● Commas in a list, ● Commas for fronted adverbials, ● Speech marks.	● Apostrophes for contractions, ● Apostrophes for possession singular + plural ● Past tense, ● Present tense, ● Future tense, ● Continuous tense.	● Formal language vs informal language. ● was/were ● did/done ● a/an ● Nouns ● Noun phrases.	● Verbs, ● Adverbs, ● Fronted adverbials + moving the adverbial to different positions in the sentence, ● Prepositions ● Conjunctions - subordinating and coordinating. ● pronouns	Revision	Revision

Handwriting	Introducing diagonal join from p and b to ascender Introducing diagonal join from p and b, no ascender Introducing diagonal join from p and b, no ascender Introducing diagonal join from p and b to an anticlockwise letter Revising parallel ascenders and descenders Break letters Spacing in common exception words Consistent size of letters Relative size of capitals Speed and fluence End of term check		Revising parallel ascenders Revising parallel ascenders and break letters Relative sizes of letters Proportion of letters Spacing between letters Spacing between words Writing at speed Improving fluency Speed and fluency End of term check		Consistency of size Proportion Spacing between letters and words Size, proportion and spacing Fluency: writing longer words Speed and fluency Revising break letters Print alphabet presentation Assessment Capital letters: presentation	
Y4 Spelling	<u>Word Study Spelling</u> -tion, sion, ssion, cian - rain, rein, reign - whose, who's - weather, whether - tion and sion suffixes: mention, occasion, position, possession, question,	<u>Word Study Spelling</u> -ation, sion - where, wear - where, were - s spelled c before e, i and y: bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent	<u>Word Study Spelling</u> - Words ending with -ous - plain, plane - seen, scene - ous endings: famous, various - other words: answer, build, calendar, complete, consider, continue - other words: answer, build, calendar, complete, consider, continue	<u>Word Study Spelling</u> - More prefixes: inter, anti, auto, super - weight, wait - eight, ate - early, earth, experiment, group, guard, forward, forwards, fruit, heard, heart, history, imagine, important, increase, island	<u>Word Study Spelling</u> - Long I spelled y in initial and medial positions of word. - More prefixes: inter, re, ir, im - learn, length, material, minute, natural, often, particular, peculiar, perhaps, popular, potatoes, promise, purpose	<u>Word Study Spelling</u> - K spelled ch - S spelled ch - G spelled gue - K spelled que - quarter, regular, remember, sentence, special, straight, strange, strength, surprise, therefore, woman, women
Maths:	Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and division Consolidation		Number: Multiplication and division Measurement: Length & Perimeter Number: Fractions Number: Decimals Consolidation		Number: Decimals Measurement: Money Measurement: Time Geometry: Properties of shape Statistics Geometry: Position and direction Consolidation	
History:	Ancient Egypt– a study of Egyptian life and achievements and their influence on the western world Where and when did the earliest civilisations begin? What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?			The Roman Empire and its impact on Britain: Which of the Roman achievements had the most significant impact on Britain?		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Leisure and entertainment in the 20th Century
Geography:		Countries of the World.	Plants of the World.		Contrasting country - Mexico	
Science:		Working Scientifically Electricity	Working Scientifically States of matter	Sound	Working Scientifically Animals and Humans Teeth and digestion	Living things and their habitats
Art and Design:	To develop ideas To take inspiration from the greats: Thutmose Sculpture: clay modelling		To develop ideas To take inspiration from the greats: Katsushika Hokusai. Printing: Mountain/landscape from another country		To develop ideas Textiles: Felt Books- Keeping Healthy	

D+T:		To design, make, evaluate, improve To take inspiration throughout design history Electricals and electronics: Christmas decoration		To design, make, evaluate, improve To take inspiration throughout design history Mechanical Systems: Levers and Linkages - Making a Roman catapult		To design, make, evaluate, improve To take inspiration throughout design history Cooking: Making a pasta salad.
Computing:	Familiarisation with Google Classroom and Make a Noise - Google Form on the Children's Hub Digital Foundations 4 ▣ Digital Foundations 4 x5 steps	Computer Systems and Networks 4 ▣ Computer Systems and ... x5 steps	Digital Citizenship 4 ▣ Digital Citizenship 4 x5 steps	Physical Computing 2 ▣ Physical Computing 2 x5 steps Application task: Kitronik move motor	Creating Media 4 ▣ Creating Media 4 x4 steps	Artificial Intelligence 2 ▣ Artificial Intelligence 2 x4 steps
Music:	Musical structures	Exploring feelings when you play	Year 4 - Creative Composition (Rodeo Hoe-down - Aaron Copland)	Feelings through music	Expression and improvisation	The show must go on!
MfL:	La phonetique (Phonics and Pronunciation) - Lesson 1 and 2 only La date (The date)	Ma famille (My family)	As-tu un animal? (Do you have a pet?)	Au salon de the (At the tea room)	Chez moi (My home)	En classe (In the classroom)
Aesthetic PE:	Parkour Year 4 Physical: run Physical: Jump Physical: Balance Physical: Crawl Physical: climb - horizontal and vertical, precision Physical: rotational jump, vault, safety rolls Social: work safely Social:Collaborate share ideas Social:support others Social: understand individual strengths Emotional: perseverance Emotional: confidence Emotional: resilience Emotional: determination Emotional: Bravery Emotional: pride Thinking: exploration Thinking: create flows Thinking: remember patterns Thinking: adapt tasks Thinking: decision making use feedback to improve creativity	Yoga Year 4 Physical: balance Physical: flexibility Physical: strength Physical: coordination Social: working safely Social:supporting others Social: sharing ideas, Social: collaboration, Social: respect Emotional: confidence Emotional: determination Emotional: integrity Emotional: focus Thinking: recall Thinking: creativity Thinking: selecting actions Thinking: providing feedback Thinking: reflection OAA Year 4 Physical: balance Physical: running Social: communication Social: teamwork Social: trust Social: inclusion Social: listening Emotional: confidence Thinking: planning	Dance Year 4 Physical: performing a variety of dance actions Physical: using canon, unison, formation, dynamics, character, structure, space Physical: balance Physical: control Physical: technique Social: collaboration Social: consideration Social: inclusion Social: respect Emotional: empathy Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying skills	Fitness Year 4 Physical: strength Physical: speed Physical: power Physical: agility Physical: coordination Physical: balance Physical: stamina Social: supporting others Social: working safely Emotional: perseverance Emotional: determination Thinking: identifying areas of strength and areas for development	Swimming Physical: submersion Physical: floating Physical: gliding Physical: front crawl Physical: backstroke Physical: breaststroke Physical: rotation Physical: sculling Physical: treading water Physical: handstands Physical: surface dives Physical: H.E.L.P and huddle position Social: communication Social: supporting and encouraging others Social: keeping myself and others safe Emotional: confidence Thinking: comprehension Thinking: planning tactics	

		Thinking: map reading Thinking: decision making Thinking: problem solving				
Games PE	Hockey - Year 4 Physical: passing Physical: dribbling Physical: receiving Physical: intercepting Physical: tackling Social: communication Social: collaboration Social: inclusive Emotional: honesty and fair play Emotional: perseverance Emotional: empathy Thinking: planning strategies and using tactics Thinking: observing and providing feedback Thinking: decision making		Netball - Year 4 Physical: passing Physical: catching Physical: footwork Physical: intercepting Physical: shooting Social: working safely Social: communication Social: collaboration Emotional: honesty and fair play Emotional: perseverance Thinking: planning strategies and using tactics Thinking: observing and providing feedback	Tennis - Year 4 Physical: underarm throwing Physical: catching Physical: forehand Physical: backhand Physical: ready position Social: collaboration Social: respect Social: supporting others Emotional: honesty Emotional: perseverance Thinking: decision making Thinking: understanding rules Thinking: selecting and applying skills and tactics		Athletics - Year 4 Physical: pacing Physical: sprinting technique Physical: jumping for distance Physical: throwing for distance Social: working collaboratively Social: working safely Emotional: perseverance Emotional: determination Thinking: observing and providing feedback Thinking: exploring ideas Cricket Year 3/4 Physical: underarm and overarm throwing Physical: catching Physical: over and underarm bowling Physical: fielding and tracking a ball Physical: batting Social: collaboration and communication Social: respect Emotional: perseverance Emotional: honesty Thinking: observing and providing feedback Thinking: applying strategies
PSHCE:	Mental Health & Wellbeing Core Focus: Extending self-regulation and exploring proactive lifestyle factors that support mental wellbeing. Self-Regulation: Selecting and applying specific calming/grounding strategies; recognising personal emotional triggers. Reflective Thinking: Connecting the impact of lifestyle choices (sleep, screen time, exercise, diet) on mood and mental state. Proactive Self-Care: Planning simple routines that support personal wellbeing; setting healthy boundaries.	Exploring Ways to Manage Risk Core Focus: Assessing and managing risk across various contexts, and understanding the impact of peer influence on personal safety. Risk Assessment: Identifying and calculating potential hazards in everyday scenarios (e.g., online, on the road, at play) before acting. Risk Management: Developing and applying practical strategies to minimize danger and stay safe in risky situations. Managing Peer Influence: Recognising peer pressure, practicing refusal strategies,	Respectful Relationships Core Focus: Developing strategies to respond appropriately to conflict and bullying, while deepening the understanding of mutual respect. Conflict Resolution: Applying peaceful strategies (such as compromise and active listening) to resolve disagreements independently and constructively. Recognizing & Challenging Bullying: Differentiating between standard conflict and bullying behavior; understanding the roles of the bystander and upstander. Cultivating Respect:	Money Matters & News Literacy Core Focus: Examining how attitudes and external influences impact financial decisions, and critically evaluating news stories and their emotional effects. Financial Influences: Identifying how advertisements, peer pressure, and personal attitudes influence spending and saving habits. Critical Media Engagement: Questioning the reliability of news sources, distinguishing between fact and opinion, and recognising biased or sensationalized content.	Families & Growing Together Core Focus: Developing an understanding and appreciation of diverse family structures, and exploring how family dynamics can change over time. Recognizing Diversity: Identifying and valuing different family compositions (e.g., nuclear, single-parent, blended, same-sex, foster/adoptive) and understanding that all families are unique. Managing Change: Developing resilience and coping strategies for transitions or changes within a family structure (e.g., separation,	Me, My Body & Growing Up Core Focus: Understanding the physical and emotional changes of puberty, and building confidence in using the NSPCC "Talk PANTS" rule to stay safe. Understanding Puberty: Identifying the main physical and emotional changes that happen as bodies grow and change, normalising these experiences. Using correct terminology: Developing the confidence and vocabulary to name external body parts, including male and female genitalia, accurately and without shame. Applying the 'Talk PANTS'

	Help-Seeking: Articulating complex feelings and identifying trusted support networks at home and school. No outsiders: Red: A crayon’s story by Michael Hall	and resisting the urge to take unnecessary risks to fit in. Safety Decision-Making: Making independent, responsible choices and knowing when and how to seek help from trusted adults. No Outsiders: Along Came a Different by Tom McLaughlin	Demonstrating an understanding of how to treat others with respect, value differences, and maintain personal boundaries. Reporting & Support: Identifying when a situation requires intervention and confidently using reporting systems to get help for themselves or others. No Outsiders: Aalfred and Aalbert by Morag Hood	Emotional Regulation & the News: Understanding how news stories can trigger strong emotions (e.g., anxiety, excitement) and developing strategies to manage these responses. Responsible Decision-Making: Applying critical thinking to both money management and media consumption to make informed, independent choices. No outsiders: Dogs Don’t Do Ballet by Anna Kemp and Sarah Oglivie	moving house, a new sibling, or loss). Identifying Shared Characteristics: Understanding that regardless of structure, healthy families are built on common values like love, care, security, and mutual respect. Accessing Support: Knowing how to express feelings about family changes and identifying trusted adults to talk to if they feel worried or unhappy at home. No outsiders: When Sadness Comes to Call by Eva Eland	Rule: Understanding and practicing the rules of body autonomy (e.g., <i>Privates are private, Always remember your body belongs to you, No means no</i>). Seeking Help & Reporting: Identifying trusted adults to talk to about growing up, and knowing how to confidently speak out if something feels wrong or unsafe. No outsiders: Julian is a Mermaid by Jessica Love
RE:	Where do religious beliefs come from? Christian Theology		How do/have religious groups contribute to society and culture? Hindu, Christian Human and Social Science	Why is there so much diversity of belief within Christianity? Christian Human and Social Science	What do we mean by truth? Is seeing believing? Multi, Sikh Philosophy	What does sacrifice mean? Multi, Humanist Philosophy
Trips, visitors and experiences:	- Black history week: Rosa Parks - Harvest Festival - Egyptian Day	- Anti-bullying week - Science Visitor	- Safer internet day - Walk to the River	- World book day - Science Week	Oversend	- Districts Sports - Sports day