



Windmill Hill Primary School

Summer Term 2026 Curriculum Plan

Class 4

English	<p>The first half term, we will be creating our own wilderness survival guide and narrative based on the story, <i>The Lost Book of Adventure</i>.</p> <p>Our first half term will centre on creating a Survival Guide where the children will focus on formal writing. As a part of this, the children will be focusing on language and sentence structure; organising ideas into paragraphs with subheadings and presenting information.</p> <p>Then we will switch to writing a narrative. All children will follow model texts that will teach them the typical plot path before attempting to create their own, similar story. Children will also be focusing on how to accurately add hyphens and semi-colons to their writing.</p> <p>The children will discover the importance of the re-drafting process and learn to craft and retain details within their work to improve their writing. Reading is assessed and all children are encouraged to read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. The children will continue to take part in daily reading lessons to develop their understanding.</p> <p>During the second half term, the children will be creating their own 'dilemma narrative' and balanced argument based on 'King Kong'. Throughout the writing process, the children will be encouraged to develop their texts further by including similes and metaphors.</p>
Mathematics	<p>Year 4</p> <p>In this first half term, the children will learn how to count and record in pounds and pence. They will make links between tenths and hundredths and decimal notation for money. The children will learn how to compare amounts of money by looking at significant digits and by converting amounts from pounds to pence and vice versa. The children will be taught how to round money to the nearest pound and understand contexts in which this would be a useful skill to know. They will use this skill to estimate amounts and totals. They will apply these skills to problem-solving situations, finding totals and calculating change. They will also learn how to visualise a money problem using a bar model and begin to explore unequal sharing in the context of money.</p> <p>Moreover, our children will learn how to estimate and measure mass, volume and length. They will learn how to convert units of measure from larger to smaller and vice versa. The children will also be taught how to measure perimeter using centimetres and millimetres. They will use their knowledge of measures to solve problems involving all three aspects of measurement in this chapter. After this, we will move onto Area of Figures. In this unit, the children will learn about the concepts of area and perimeter. They will measure area by measuring surface coverage, i.e. counting squares before</p>

measuring area by using multiplication. They will find areas of figures that have squares and rectangles by counting and visualising. They will learn how to apply their knowledge of finding area to figures in different orientations.

After half term, the children will learn about the concepts of area and perimeter. They will measure area by measuring surface coverage, i.e. counting squares before measuring area by using multiplication. They will find areas of figures that have squares and rectangles by counting and visualising. They will learn how to apply their knowledge of finding area to figures in different orientations.

Furthermore, the children will learn about types of angles. They will name and compare angles and use this information to help when classifying triangles and quadrilaterals. The children will explore symmetry and symmetrical figures before applying this knowledge to the completion of symmetrical figures. They will draw lines of symmetry on shapes and figures and will combine this knowledge and understanding to sort a variety of 2-D shapes

Finally, the children will learn how to describe the positions of objects and figures. They will learn how to describe positions on grids using coordinates. They will be introduced to the x and y axes and build an understanding of how coordinates are written. They will learn how to translate shapes using the terms 'left', 'right', 'upwards' and 'downwards' and will use coordinates to describe a figure following a translation

Year 5

We will begin the term by looking at angles. We will be reintroduced to right angles, acute, obtuse and reflex angles. The children will then be learning how to measure angles using a protractor, calculating angles on a straight line and around a point.

We will then move on to position and movement. The children will learn how to name and plot points on a grid before exploring how to describe the transition of shapes. Following this, we will look at how shapes can be reflected across a mirror line and practise predicting the end points.

The children will then go on to explore measurement. We will look at measurement in terms of mass, temperature, time and length and how we can convert between units of measure. We will continue to delve deeper into this unit by studying the differences between imperial and metric measures.

Next, the children will focus on finding the perimeter and area of a range of polygons. Once mastered, the children will transfer these skills to find the perimeter and area for shapes which are not regular polygons.

This will lead us nicely into our next unit – volume.

We will study the term and put our growing knowledge into practice by exploring the volume of a range of 3D shapes. The children will deepen their understanding by finding

	<p>the difference between volume and capacity.</p> <p>We will end the year by focusing on Roman Numerals. The children will learn how to write numerals to 1,000 and explore the rules for writing years in history.</p>
<p>Science</p>	<p>Year 4</p> <p>Animals including humans</p> <p>The children will learn about digestion and different types of teeth, before moving on to explore deadly predators and their prey, in their exploration of food chains. They work scientifically throughout the topic, using enquiry, practical experiments and hands-on research to answer questions and investigate how we eat, why we eat and what we eat.</p> <p>Living things and their Habitats</p> <p>In this unit, the children will learn that living things can be grouped in a variety of ways. The children will explore and use keys to identify and name a variety of living things. Finally, they will look at how changes to habitats can pose dangers to living things.</p> <p>Whilst most of the work for this topic can be carried out in Spring and Summer, it is important that the children visit the local environment throughout the school year so that they continue to develop their understanding of seasonal changes and how these impact on living things. Therefore, children will spend time exploring our Forest School and some lessons will be based around this.</p> <p>Year 5</p> <p>For the first part of the term, we will continue to look at Properties and Changes of Materials. (See Spring plan)</p> <p>The second half term will focus on Animals including Humans. This unit focuses on the changes that human beings experience as they develop to old age. It tackles some sensitive subjects including puberty and death. Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty; why these occur; the importance of keeping clean and how to improve their self-esteem.</p> <p>The final investigation will be about the changes to the body as humans get older as well as comparing the life expectancy of different animals.</p>
<p>Computing</p>	<p>During the first half term, the children will be creating media. In this unit, the children start to create vector drawings. They learn how to use different drawing tools to help them create images. The children will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. They will layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> <p>The second half term will see a switch to programming. In this unit, the children will</p>

	<p>develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p>
<p>Art and Design and Technology</p>	<p>The first half term will focus on masks. In this art unit, the children will explore the theme of masquerade by designing and creating their own decorative masks. They learn about different mask styles and traditions, using these ideas to inspire their own creative designs. Children experiment with a range of materials and techniques, including drawing, shaping and decorating, to create masks that are both expressive and visually striking. They consider colour, pattern and texture to make their designs unique. By the end of the unit, pupils will have created a finished masquerade mask, developing their creativity, confidence and understanding of artistic design.</p> <p>During our second half term, we will be focusing on Design & Technology. In this DT unit, the children will explore the theme of flip flops, using them as inspiration for creative design. They look at different patterns, colours and styles before planning their own unique flip flops. Children design and then create a 3D flip flop using polystyrene, developing their skills in shaping, cutting and decorating the material. They experiment with paint, pattern, and collage techniques to produce a bold and eye-catching final piece.</p>
<p>Humanities</p>	<p>This term, the children will be focusing on Wonderful Weather.</p> <p>As geographers, we will be studying the different types of weather and where they can be seen most around the world. This will lead us into looking at climate and how this differs to weather. We will form our own weather forecasts for given countries and help people to decide where to go on holiday based on weather criteria.</p> <p>As historians, we will be looking a range of natural disasters that occur due to weather including floods, typhoons and cyclones. Once we understand how each one happens, we will study significant cases from history.</p>
<p>French</p>	<p>This term, we will be focusing on planets. The children will be encouraged to read, write and say a range of vocabulary about the planets around us. They will use their knowledge and understanding of earth and space from our previous Science unit to help form facts than can be translated into French.</p> <p>To end the year, we will be looking at a variety of celebrations and festivals which occur in France. The children will look at each one individually and learn from key facts and</p>

	traditions.
Music	We will end the year by completing our Reflect, Rewind and Replay unit. During this time, the children will listen to, and appraise, songs from all of the genres that we have focused on throughout the year. Following this, the children will have the opportunity to learn about the history of music and how it has evolved over time.
Physical Education	<p>The first half-term will focus on Athletics. The children will be learning different styles and combinations of running, jumping and throwing. The children will have the opportunity to think about what they could do to improve their speed, height, distance and accuracy by identifying both their areas of strength as well as areas to develop.</p> <p>The second half-term will centre on striking and fielding. This will be done in the form of Rounders. Children will develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They will expand on their knowledge of how to play the different roles of backstop, bowler, fielder and batter.</p>
RE	<p>Our first half term will continue to focus on Christianity. The children will focus on how people decide what to believe within different faiths. As always, we will discuss this openly and ensure that no bias is put onto any religions.</p> <p>Following this, we will end the year by looking at Judaism. The children will be looking at how laws form a huge part of the religion. To end, the children will compare both faiths and look at how they are similar/different.</p>
PSHE	<p>The first half-term will focus on Relationships. By the end of this unit, the children will be able to compare different types of friendships and the feelings associated with them. They will explore different ways of staying safe online so that they can communicate positively with friends using technology.</p> <p>Our final half-term will focus on Changing Me. The children will focus on how boys and girls change during puberty and why looking after yourself physically and emotionally is important. This unit will link into our Science unit of Animals including Humans where children will begin to understand the process of conception.</p>