



CURRICULUM INFORMATION

Spring 2026

YEAR 4

RE

Jerusalem to Galilee

Branch 3, Galilee to Jerusalem sees year 4 explore why Jesus is called 'Christ' (the anointed one) by linking this title to Scripture. Pupils will study how Jesus' response to John the Baptist's followers and his acts of healing affirmed his identity as the Messiah and recognise that Jesus revealed the nature of God's Kingdom as inclusive and compassionate, welcoming those excluded by society.

Pupils will learn about the Sacrament of Reconciliation and the Sacrament of the Sick, understanding how these practices reflect Jesus' ministry of healing and forgiveness. They will connect the belief that Jesus is the Messiah to the Nicene Creed, focusing on why Catholics recite Articles 2-4 as expressions of their faith.

Individuals and organizations inspired by Jesus' teachings to serve marginalized communities, will be studied to emphasise the virtues of faith, hope, and love. Pupils will reflect on Jesus' question, "Who do you say I am?" and compare Peter's response to modern Christian beliefs, considering Jesus' miracles as expressions of love and signs of God's Kingdom.

Finally, pupils will reflect on how they can show love and service to people excluded by society, inspired by Jesus' example. They will discuss how Christians today can follow Jesus' model of service and the impact this could have on their lives and communities.

Desert to Garden

English

Newspaper report:

Include a headline that summarises the main point of the article
Written in third person narrative and in the past tense Includes quotes (direct speech) or indirect speech to provide people's experiences or opinions on the subject Includes the 5 Ws – who, what, where, when, and why to provide the reader with

Persuade: Travel Leaflets (Africa, Amazing Africa):

Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks. Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.

Poetry: Haiku (The Works)

Poetry: Specific structures of poems can include haikus, short poems of three lines with 5 syllables in the first line, 7 syllables in the second and 5 syllables in the final line.

Entertain: Narrative (Leon and the Place Between)

Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure
Story openings: usually open with either: action, dialogue or description of setting or character
Story endings: can end with a moral message, happy ending, surprise or cliff-hanger

Class book:

Key texts:

- Real-Life Mysteries by Susan Martineau and Vicky Barker
- Africa, Amazing Africa by Atinuke and Mouni Feddag,
- Take A Bite by Aleksandra & Daniel Mizielinski;

Maths

- Properties of Shape
 - Symmetry
- Decimal Numbers
 - Calculating with Decimals
 - Measure – Money
- Problem Solving Involving Decimals to Two Decimal Places
- Add and Subtract Fractions with the Same Denominator
 - Finding Fractions of Quantities
 - Fractions in the Context of Measure
- Equivalent Fractions, Ordering and Comparing
- Multiply Two and Three-digit Numbers by a One-digit Number Using a Formal
 - Written Layout
- Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout

<ul style="list-style-type: none"> • India, Incredible India by Jasbinder Bilan and Nina Chakrabarti, • The Big Book of the UK by Imogen Russell Williams and Louise Lockhart • Leon and the Place Between by Angela McAllister and Graham Baker-Smith • The Works: Every Kind of Poem You will Ever Need at School edited by Paul Cookson 	<p>Branch 4, Desert to Garden will see Year 4 pupils study key Christian teachings, starting with the parable of the Prodigal Son and its message of God’s mercy and forgiveness. They will connect this with the Judgement of Nations parable, learning that helping others is essential to loving God.</p> <p>Pupils will sequence Holy Week’s events, discuss different reactions to Jesus, and retell St. Peter’s story, reflecting on times of failure and forgiveness. They will use specialist vocabulary to describe the corporal works of mercy and link these acts to living as a member of the Church.</p> <p>Pupils will explore examples of people and organizations embodying mercy and love, consider how they can change during Lent to better serve others, and discuss how forgiveness can transform them and their communities.</p>	
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;"><u>Where does our food come from?</u></p> <p>Looking at the distribution of the world’s biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d’Ivoire and cocoa beans; exploring where the food for the children’s school dinners comes from and the argument of ‘local versus global’.</p> 	<p style="text-align: center;">Music</p>
	<p style="text-align: center;">History</p>	

How hard was it to invade and settle in Britain?

Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.



States of matter

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Listen to music linked to class topics and from the wider musical world. Learn about the origins of instruments and begin learning about modern-day Orchestral instruments and families. Sing songs and improve vocal technique.

Learn about rhythms and extend understanding to include semiquavers and dotted notes.

Learn more about scales and modes.

Compose a fanfare using the dorian mode.

Perform melodies on a variety of instruments.

Learn new chords on the ukulele and perform melodies, some of which include “fingered” notes.

Aurally identify how to play a melody.

Perform and compose music which involves different layers and patterns. Improve understanding of compositional techniques such as drone and ostinato patterns.

Improve understanding of musical notations and Italian musical terms.

Compose music which makes use of tempo or dynamic changes.

Computing

Topic Launch - Activity & Data

PSHE - Jigsaw

<p>Unit 4.3 – Spreadsheets</p> <ul style="list-style-type: none"> • Use number formatting tools to appropriately format numbers • Add a formula to a cell and make a calculation. • Use a series of data to create a line graph <p>Unit 4.4 – Writing for different audiences</p> <ul style="list-style-type: none"> • Explore how font size and style can affect the impact of a text. • Use a simulated scenario to produce a news report. • Use a simulated scenario to write for a community campaign. <p>Unit 4.5 - Logo</p> <ul style="list-style-type: none"> • Learn the language of Logo. • Input simple instructions on Logo. • Use Logo to create letters. • Use the Repeat function in Logo to create shapes. • Use the Build feature in Logo. 	<p>Topic Sharing – British Science Week opportunities</p>	<p>Dreams and Goals</p> <p>Hopes and dreams, overcoming disappointment, creating new and realistic dreams, achieving goals, working in a group, celebrating contributions, resilience and positive attitudes.</p> <p>Healthy me</p> <p>Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure and celebrating inner strength.</p>
<p>Art</p>	<p>Spanish</p>	<p>PE</p>
<p><u>Painting and mixed media: light and dark</u></p> <p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p>	<p><u>Las Verduras (Vegetables)</u></p> <p>In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p>	<p>Spring 1: Dodgeball</p> <p>In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>
<p>DT</p>	<p><u>Aprendo español (I Am Learning Spanish)</u></p>	<p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and</p>
<p><u>Food: Adapting a recipe</u></p>	<p>By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.</p>	<p>Play competitive games, modified where appropriate and</p>

Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.

apply basic principles suitable for attacking and defending.

Spring 1: Basketball

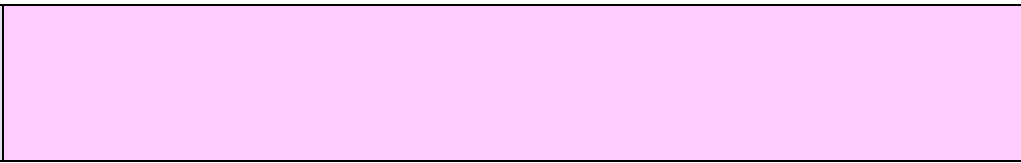
Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

Spring 2: Rounders

Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Spring 2: Athletics

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involves using different styles and combinations of running, jumping and throwing. As in all athletics, pupils think about how to achieve their greatest possible speed, distance or



accuracy and learn how to preserve to achieve their personal best.