

Year 4 – Spring Term 2025-2026 Curriculum Letter
‘Living and Learning through Faith’

Welcome back to St. Mary's for the Spring Term. I hope you had an enjoyable and restful Christmas break and that you are all raring to go for another busy term ahead. This letter will inform you of the exciting things that your child will be learning about over the next term.

General reminders

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, ensure that these notes are clearly written in the home-school diary. Alternatively, please e-mail the school office.

Spellings homework sheets will continue to be handed on a Tuesday, to be returned by the following Tuesday. Children should practice their times tables daily using TT-Rockstars, for no more than 10 minutes. We will be completing paper times tables each day in class.

Thank you for your support,

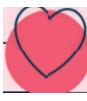
Miss Marsh and Mrs Snowden

Curriculum

RE - Our Themes in RE for this Term

Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

| Year 4 Spring 1 | | | |
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|  Branch 3: Galilee to Jerusalem | | | |
| Lens | Knowledge Lens Content | Ways of Knowing | Expected Outcomes |
|  Hear | By the end of this unit of study, pupils will hear the following key texts: Peter's mother-in-law and casting out devils (Matt 8:14-17) |  Understand | By the end of this unit of study, pupils will be able to: Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied. |
| | Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) or Cure of two blind men and cure of a demoniac (Matt 9:27-34) | | Make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah. |
| | The Baptist's question (Matt 11:1-15) | | Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the Scripture studied. |
| | Jesus walks on the water and, with him, Peter (Matt 14:22-33) | | Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick. |
| | | | Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer. |
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| | <p>Peter's profession of faith (Matt 16:13-26)</p> <p>By the end of this unit of study, pupils will know some facts about:</p> <p>The importance of understanding historical context and cultural values at the time of the gospels.</p> | | <p>Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love.</p> |
| Believe | <p>By the end of this unit of study, students will know that the Church teaches that:</p> <p>Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king.</p> <p>Jesus is fully God and fully human. We call this belief the incarnation.</p> <p>Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society.</p> <p>Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick.</p> | Discern  | <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Thinking about and discussing answers to Jesus' question, 'Who do you say I am?', consider the response of Peter and the response of Christians today.</p> |
| Celebrate | <p>By the end of this unit of study, pupils will know:</p> <p>Why Catholics pray the Creed at Mass.</p> <p>How Catholics experience God's forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick.</p> | | <p>Considering the claim 'The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission' (YOUCHAT 91), expressing a point of view, supported by relevant reasons, in response to this statement.</p> |
| Live | <p>By the end of this unit of study, pupils will know:</p> <p>How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth).</p> | Respond  | <p>Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did</p> <p>Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?</p> |
| <p>Key vocabulary: Messiah Christ incarnation kingdom Sacrament of the Sick Nicene Creed marginalised</p> | | | |

Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.



Branch 4: Desert to Garden

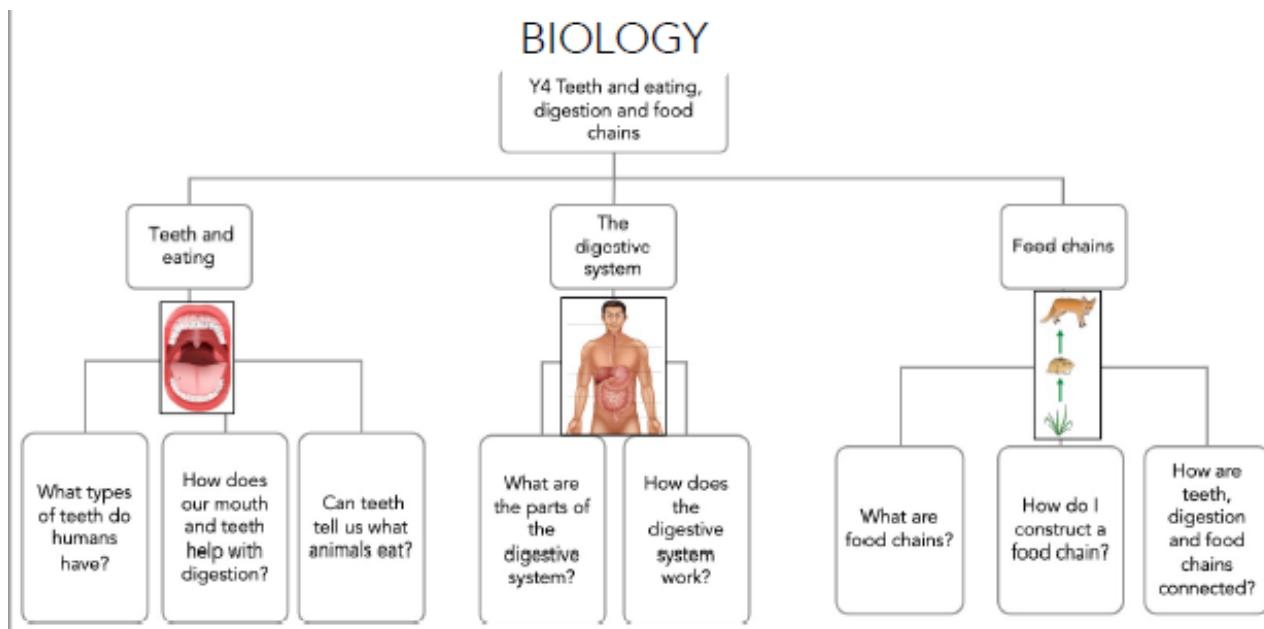
| Lens | Knowledge Lens Content | Ways of Knowing | Expected Outcomes |
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| Hear | <p>By the end of this unit of study, pupils will hear the following key texts:</p> <p>The lost son (the prodigal) and the dutiful son (Lk 15:11-32)</p> <p>The Judgement of the Nations (sheep and goats) (Matt 25:31-46)</p> <p>The events of Holy Week from the gospel of Matthew</p> <p>Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)*</p> <p>*Pupils should have an overview of the events of Holy Week. Please see teachers notes for additional information.</p> |  <p>Understand</p> | <p>By the end of this unit of study, pupils will be able to:</p> <p>Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.</p> <p>Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.</p> <p>Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.</p> <p>Retell the story of St Peter during Holy Week.</p> <p>Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.</p> <p>Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).</p> |
| Believe | <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <p>God loves everyone. He can and wants to forgive people's sins.</p> <p>When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love.</p> <p>Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works.</p> |  <p>Discern</p> | <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise.</p> |
| Celebrate | <p>By the end of this unit of study, pupils will know:</p> <p>The works of mercy show Christians how to treat other people.</p> <p>That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need).</p> <p>Holy Week begins on Palm Sunday & marks the annual celebration of Jesus' passion, death, and resurrection.</p> |  | <p>Expressing a point of view about the difference between the people who are like sheep and the people who are like goats in the Judgement of Nations.</p> <p>Making connections between being a Christian and choosing to live out the 'Works of Mercy'.</p> |

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| <p>By the end of this unit of study, pupils will know:</p> <p>The corporal and spiritual acts of mercy.</p> <p>How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD).</p> | <p>Respond</p>  | <p>Reflect on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life.</p> <p>Reflect on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities.</p> <p>Consider how their own lives & the future of the communities to which they belong could be transformed by what they have learned about forgiveness.</p> |
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Key vocabulary: Lent Holy week parable sin forgiveness mercy

Science

Our topics for this term are Biology - Animals including Humans.



Maths

Here are our units for this term. Children will develop their fluency, reasoning and problem-solving skills in these areas.

| <p>Multiplication and Division B</p> <p>Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts – multiplication and division</p> | <p>Money</p> <p>Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problem with money</p> |
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| <p>Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication</p> | <p>Time Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times Step 4 Convert to the 24 hour clock Step 5 Convert from the 24 hour clock</p> |
| <p>Fractions</p> <p>Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers</p> | <p>Decimals</p> <p>Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10 Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100</p> |

English

Children will continue to develop their comprehension and writing skills through the study of our class texts. Children will also develop a greater understanding of Y4 vocabulary, grammar and punctuation.

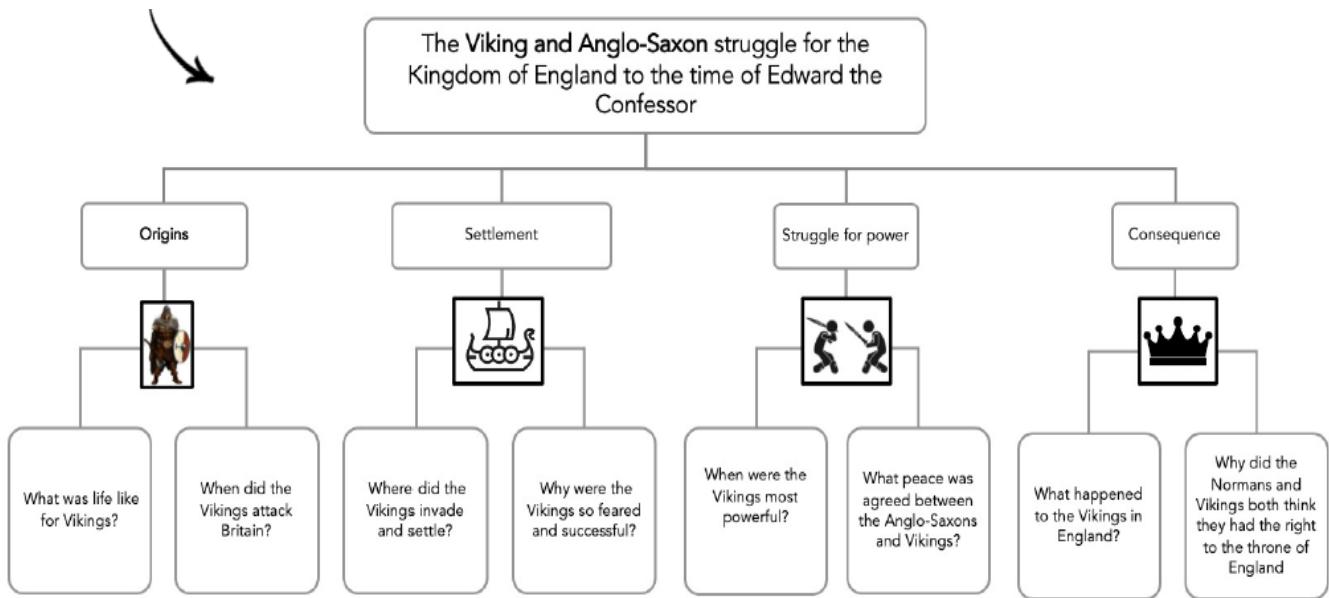
Children will have the opportunity for free reading time in class and they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily and that this is recorded in the home / school diary.

| <p>Guided Reading</p> <ul style="list-style-type: none"> The Girl who stole an Elephant. The Boy at the back of the class. Varjak Paw. Caged Bird (Poetry) The Walrus and the Carpenter (Poetry) | <p>Writing</p> <ul style="list-style-type: none"> Poems which explore form Persuasive Writing Adverts (linked to constructing electrical systems) Critical Analysis of Narrative Poetry Explanatory Texts (linked to Digestion) Stories from Other Cultures | <p>SPAG</p> <p>the suffix -ly the prefixes dis-, mis-, in-, il-, im-, ir- revisited the prefixes re-, sub-, inter- , super-, anti-, auto adding suffixes revisited words with endings sounding like /ʒə/ or /tʃə/ words with endings sounding like /ʒən/ words with endings sounding like /fən/, spelt -tion, -sion words with endings sounding like /ʃən/, spelt -ssion, -cian the suffix -ous words with the /k/ sound spelt ch words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que words with the /s/ sound spelt sc words with the /eɪ/ sound spelt ei, eigh, or ey</p> |
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| <p>Ask questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence.</p> | <p>To begin to use ideas from their own reading and modelled examples to plan their writing</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> | <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> |

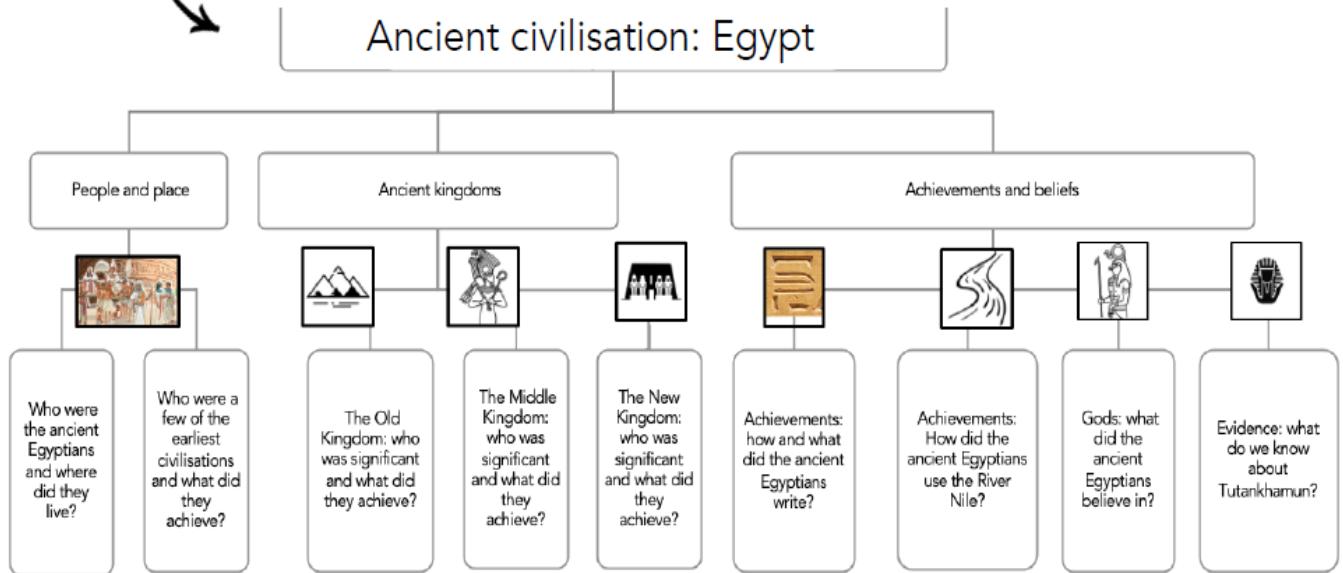
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| <p>Making predictions from what might happen from details stated and implied.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Retrieve and record information from non-fiction.</p> | <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> | <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because adverbs [for example, then, next, soon, therefore] prepositions [for example, before, after, during, in, because of]</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of paragraphs to organise ideas around a theme</p> |
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History (Continued from Autumn Term)

Our topics for this term are: - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and The Achievements of the Earliest Civilisations - Egypt study.

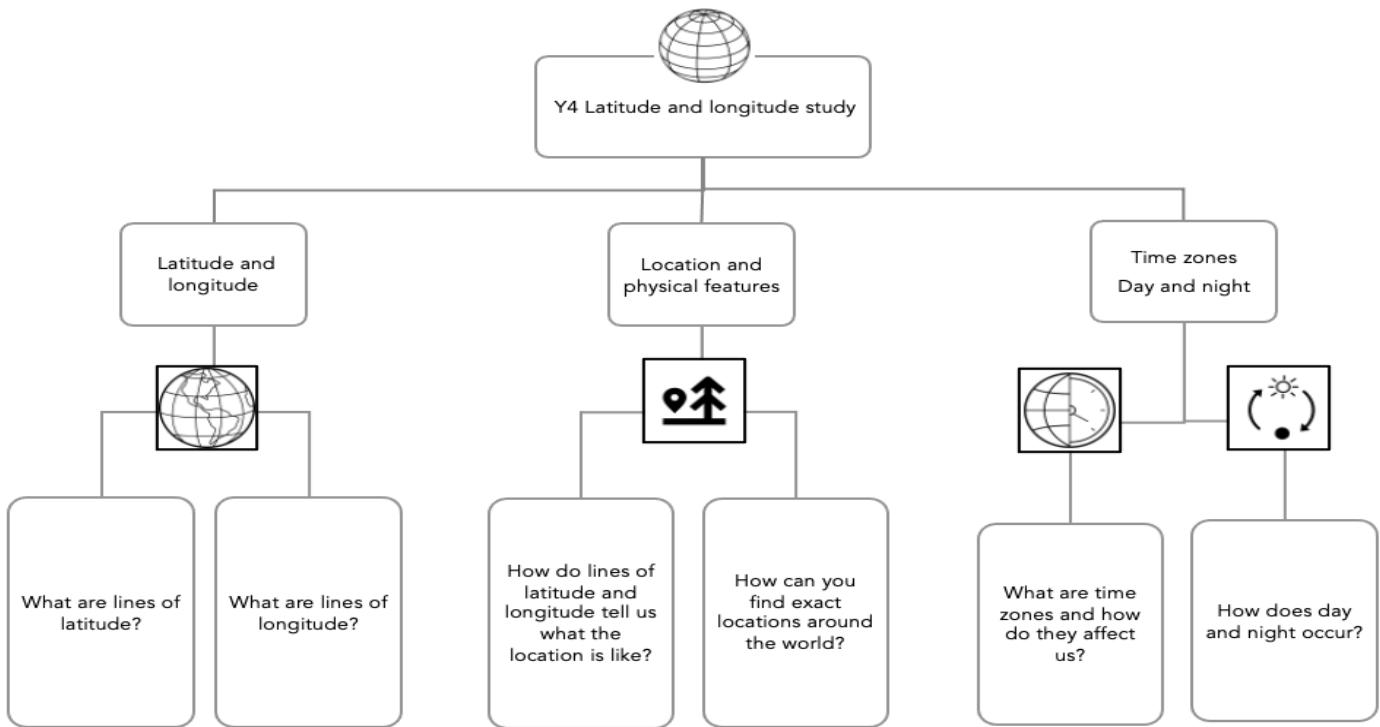


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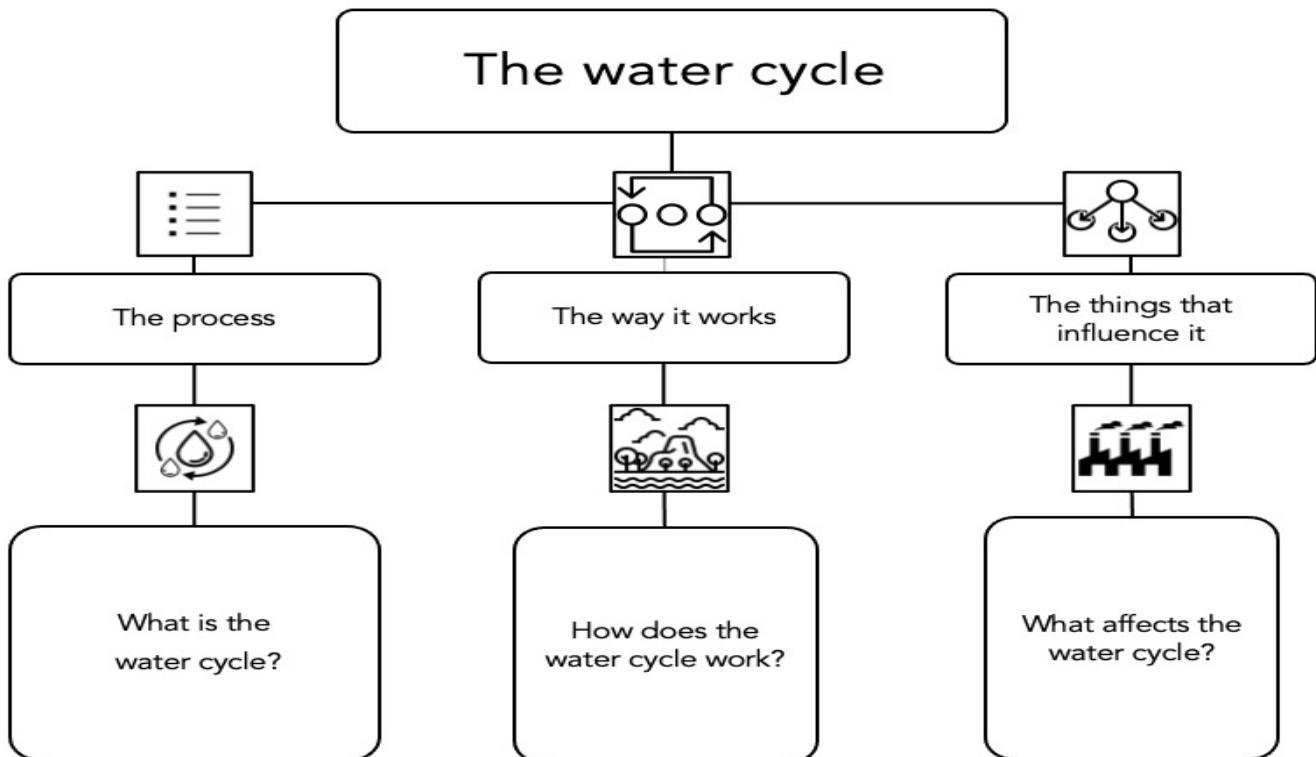


Geography (Continued from Autumn Term)

Our Topics for this term are:- **Latitude and Longitude** - Geography is the study of where places are found, what they are like, and the relationships between people and their environments and Human and physical geography. Describe and understand key aspects of: physical geography, including the water cycle.



Using skills and noticing geographical patterns to explain locations around the world.



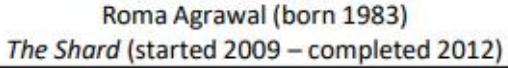
Design and Technology

Our Topics this term are:- Year 4 Design and Technology: Textiles – Block C

How do you keep a tea towel from slipping off a hook? and Structures – Block D Which shapes will give a structure stability?

| Lesson 1 | Lesson 2 | Lesson 3 | At the end of this block, pupils will ... | |
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| | | | Know: | Be able to: |
| Identification of the problem Exploring fasteners | Explicit teaching of skills | Application of skills Evaluation and adaptation | Fastenings have different functions A shank provides a small amount of space between the button and fabric | Select appropriate fastenings and attach them to fabric Make a shank for a button |

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|  |  |  George de Mestral (1907 – 1990) Velcro® | In this block, pupils will learn how to sew a button onto fabric. They will identify the different functions of fastenings and reflect on the advantages or disadvantages of using certain fasteners. They will also create a solution to the problem of a towel slipping off a hook. |
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| Lesson 1 | Lesson 2 | Lesson 3 | At the end of this block, pupils will ... | |
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| | | | Know: | Be able to: |
| Exploration of the key question Exploration of materials and techniques | Conducting investigations relating to the key question | Application of knowledge and skills Evaluating and modifying | Triangles provide stability in a structure Structural engineers work with architects to ensure structures withstand forces | Make triangles to form and join trusses Identify the forces that affect structures |
|  |  |  | In this block, pupils will explore which shapes can be used to provide stability in structures. They will use a range of materials to investigate 3D shapes and in Lesson 3 they will collaborate on a class geodesic dome structure. | |

Art

Our Topics for this term are:- Printmaking and Textiles – Block C and 3D and Collage.

| Lesson 1 | Lesson 2 | Lesson 3 |
|--------------------------------------|---------------------------------|---|
| Exploration of materials and artform | Explicit teaching of techniques | Applying knowledge, skills and techniques |



Traditional Kente cloth
by Gilbert (Bobbo) Ahiagble

At the end of this block, pupils will ...

Know:

Kente cloth is a woven fabric from West Africa

Tie dye is a method used to create designs and colour

Textile artists use a range of materials to create textured designs and images

Be able to:

Create printing to represent Kente designs

Use tie dye to create colour designs

Combine media to create texture

In this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.

| Lesson 1 | Lesson 2 | Lesson 3 |
|---------------------------|--|---|
| Exploration of techniques | Explicit teaching of techniques and exploration of materials | Applying knowledge, skills and techniques |



Man Pointing
by Alberto Giacometti (1947)

At the end of this block, pupils will ...

Know:

An illusion can suggest movement

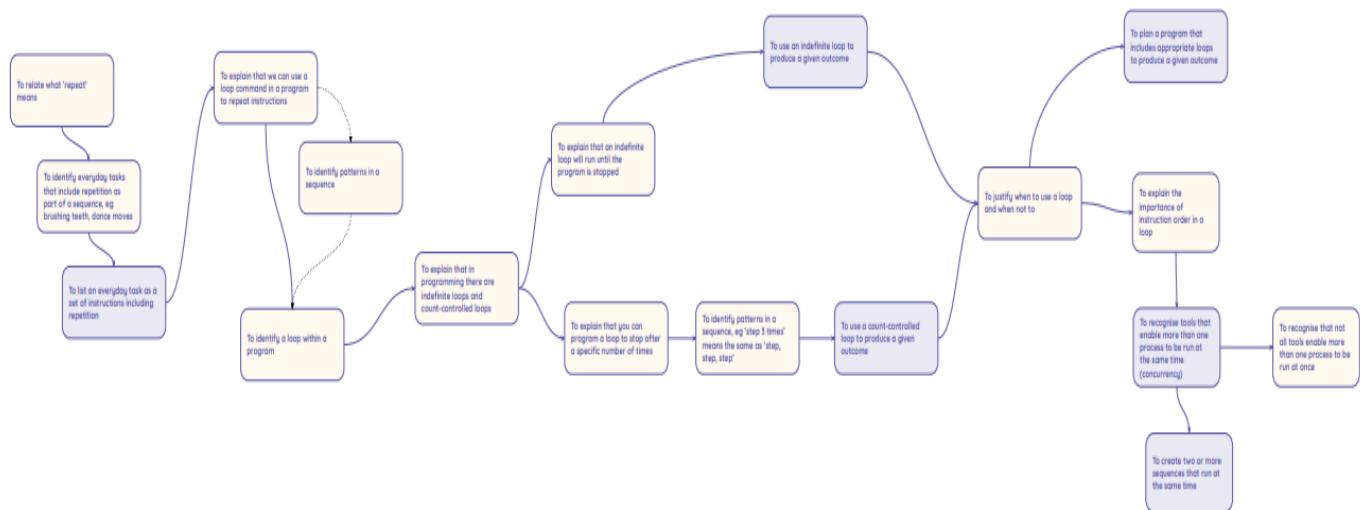
Proportion will make a figure seem realistic

Be able to:

Assemble pieces of paper to create the illusion of movement

Create figures that are in proportion and out of proportion

In this block, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement.



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| Curriculum Framework Objective | NCEEE - Programming A – Repetition in Shapes. This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language | | | | | | |
| Learning objective Know and understand | I can program a computer by typing commands I can explain the effect of changing a value of a command I can create a code snippet for a given purpose | I can use a template to draw what I want my program to do I can write an algorithm to produce a given outcome I can test my algorithm in a text-based language | I can identify repetition in everyday tasks I can identify patterns in a sequence I can use a count-controlled loop to produce a given outcome | I can identify the effect of changing the number of times a task is repeated I can predict the outcome of a program containing a count-controlled loop I can choose which values to change in a loop | I can identify 'chunks' of actions in the real world I can use a procedure in a program I can explain that a computer can repeatedly call a procedure | | I can design a program that includes count-controlled loops I can make use of my design to write a program I can develop my program by debugging it |

We will also continue to explore E-Safety during this term and our lessons will focus on 'Online Reputation' and 'Online Bullying.'

I can explain ways that some of the information about anyone online could have been created, copied or shared by others

I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

PSHE- Our topic this term is relationships.

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| Learning Foci Relationships – Feelings and Emotions, Healthy Relationships and Valuing Difference Big Questions? How do we feel? What makes happy, healthy relationships? How are we the same/different? | |
| L1- A Community of Love L2- What Is the Church? L3- How Do I Love Others? | L1- International Stand Up To Bullying Day 24/02 L2- What Am I Feeling? L3- What Am I Looking At? |

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| <p>L4- Money Matters + Classroom Short L5- Online Safety (Online Reputation) L6- Children's Mental Health Week WB 05/02</p> | <p>L4- I Am Thankful L5- Online Safety (Online Bullying)</p> |
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Music and French

P.E, Music and French will be taught by Mrs Dyer on Wednesday.