



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 4

Autumn 2025-2026

In order to help our pupils **'KNOW MORE and REMEMBER MORE'**, we revisit knowledge that has been taught in a variety of ways. Each lesson starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the 'SJF Know More, Remember More Gameshow/Quiz'. This informs teachers' assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long-term memory of each pupil.
Helping to embed that significant knowledge.

English		Maths	
Autumn 1	Autumn 2	Autumn 1	Autumn 2
<p>Narrative 1 Model Text: The Wild Girl adapted model</p> <p>Focus / Outcome: Children will write an adventure story with a monster plot</p> <p>The Day I Met the Mighty Aslan</p> <p>Focus / Outcome: Fantasy story retell</p>	<p>Non-Fiction 1 Model Text: Lucy's Diary</p> <p>Focus / Outcome: Write a first-person diary recount about a school trip</p> <p>Poetry</p> <p>What do the fairies ride? by Clare Bevan</p>	<p>Number/Place value</p> <p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Measurement: Area</p> <p>Multiplication and Division</p>

Year 4	Foundation Subjects Curriculum coverage		Autumn 2025
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p><u>Domestic Church - Family: People</u></p> <p>Retell some of the stories from scripture about Jesus' family. Describe some ways in which characters in the Bible lived out their lives. Make links between these stories and what people believe about God and Jesus. Give reasons for certain actions by believers such as Ruth. Describe and show understanding of the roots of Jesus' human family.</p> <p><u>Baptism/Confirmation – Belonging: Called</u></p> <p>Retell some special stories about religious events and people such as David and/ or the call of the apostles. Describe what it means to be called. Make links to show how feelings and beliefs can affect the responses they might make to being chosen.</p>	<p><u>Domestic Church - Family: People</u></p> <p>Our family trees.</p> <p>The family of God in Scripture.</p> <p>The Gospels tell us...</p> <p><u>Baptism/Confirmation – Belonging: Called</u></p> <p>The response to being chosen.</p> <p>Confirmation: a call to witness.</p> <p>The Gospels tell us...</p> <p><u>Hinduism</u></p>	



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	<p>Give reasons for the actions and symbols used at Confirmation</p> <p>Hinduism:</p> <p><u>Advent/Christmas – Loving: Gift</u> Retell the story of the birth of Jesus and the visit of the Wise Men. Describe some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas. Make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. Give reasons for the actions and symbols connected with the liturgical season of Advent and Christmas.</p>	<p><u>Advent/Christmas – Loving: Gift</u> The gift of love and friendship. Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus. The Gospel tells us...</p>
Science	<p>Living things in their habitats Talk about the criteria for grouping, sorting and classifying using simple keys. Able to identify the correct type of enquiry to answer a question. Able to record and make decisions as to how to analyse data. Able to look for changes, patterns, similarities and differences in the data. Sound Able to use a scientific enquiry to answer a question. Able to set up a simple practical enquiry. Able to report on findings from an enquiry. Able to identify differences, similarities or changes related to simple scientific ideas. Able to set up simple fair tests.</p>	<p>Living things in their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Sound Recognise that sounds get fainter as the distance from the sound source increases. Identify how sounds are made associating some of them with something vibrating. Recognise that vibrations from a sound travel through a medium through the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>
History	<p>Construct informed responses using relevant historical information and enquiry Chronological understanding of the fall of the western Roman Empire to the Anglo-Saxon period. Places events from the period studied on timeline. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD.</p>	<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources. Learn about the Roman withdrawal of Britain in AD410 and the fall of the western Roman Empire. Study the Scots invasions from Ireland to North Britain. Learn about the Anglo-Saxon invasions, their settlements, place names and village life, Anglo-Saxon art and culture.</p>



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		Use our 'equalities texts' to learn about black history and key individuals during this period in history.	
Geography	Use maps, atlases, globes and computer mapping to locate countries. Ask and respond to questions and offer their own ideas. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps. Use a range of reference resources to obtain information about a range of different biomes. Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region of Asia.	Learn about the continent of Asia. Locate it on a variety of maps. Identify and locate the other continents too. Study the following within the continent of Asia: oceans, mountains, grasslands. Compare similarities and differences between these different environments - deserts vs rainforests. Climate change Learn about the landscape - mega cities, human and physical features.	
Computing	Google: Computing systems and networks: Collaborative learning Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration. Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others. Understanding that software can be used collaboratively online to work as a team. Recognising what appropriate behaviour is when collaborating with others online. Online Safety Understanding why some results come before others when searching. Understanding that information found by searching the internet is not all grounded in fact. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Reflecting on the positives and negatives of time online. Identifying respectful and disrespectful online behaviour.	Google: Computing systems and networks: Collaborative learning Understand that software can be used collaboratively online to work as a team. Know what type of comments and suggestions on a collaborative document can be helpful. Know that you can use images, text, transitions and animation in presentation slides. Online Safety Understand some of the methods used to encourage people to buy things online. Understand that technology can be designed to act like or impersonate living things. Understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. Understand what behaviours are appropriate in order to stay safe and be respectful online.	



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	Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others	
Art	<p>Drawing: Power prints</p> <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art.</p>	<p>Formal elements: Shape: Know how to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p> <p>Making skills: Know how to use pencils of different grades to shade and add tone. Know how to hold a pencil with varying pressure to create different marks. Know how to use observation and sketch objects quickly. Know how to draw objects in proportion to each other. Know how to use charcoal and a rubber to draw tone. Know how to use scissors and paper as a method to 'draw'. Know how to make choices about arranging cut elements to create a composition. Know how to create a wax resist background. Know how to use different tools to scratch into a painted surface to add contrast and pattern. Know how to choose a section of a drawing to recreate as a print. Know how to create a monoprint.</p> <p>Knowledge of artists: Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p>Evaluating and analysing: Artists evaluate what they make, and talking about art is one way to do this.</p>
Design & Technology	<p>Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.</p> <p>Building frame structures designed to support weight.</p> <p>Creating a range of different shaped frame structures.</p> <p>Making a variety of freestanding frame structures of different shapes and sizes.</p>	<p>Understand what a frame structure is.</p> <p>Know that a 'free-standing' structure is one that can stand on its own.</p> <p>Know that a pavilion is a decorative building or structure for leisure activities.</p> <p>Know that cladding can be applied to structures for different effects.</p> <p>Know that aesthetics are how a product looks.</p> <p>Know that a product's function means its purpose.</p>



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	<p>Selecting appropriate materials to build a strong structure and for the cladding.</p> <p>Reinforcing corners to strengthen a structure.</p> <p>Creating a design in accordance with a plan.</p> <p>Learning to create different textural effects with materials.</p> <p>Evaluating structures made by the class.</p> <p>Describing what characteristics of a design and construction made it the most effective.</p> <p>Considering effective and ineffective designs.</p>	<p>Understand that the target audience means the person or group of people a product is designed for.</p> <p>Know that architects consider light, shadow and patterns when designing.</p>	
Physical Education	<p>Netball</p> <p>Perform a: Chest pass, Shoulder pass and Catch the ball.</p> <p>Passing into space.</p> <p>Getting away from a defender.</p> <p>Group Work.</p> <p>Tennis</p> <p>Serve.</p> <p>Forehand. A player's forehand is usually their strongest shot on the tennis court.</p> <p>Backhand. There are two variations of a backhand – a one-handed shot and two-handed shot.</p> <p>Volley.</p> <p>Overhead.</p> <p>Football</p>	<p>Children learn how to outwit their opponents and score when playing invasion games. They develop their knowledge of how to find and use space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p> <p>Children develop the ability to find and use space. They use a range of equipment to develop their throwing, catching and movement skills. Children learn to outwit their opponents through applying simple choices and decisions.</p> <p>Children recognise the name for different techniques.</p> <p>Children develop the ability to play against their opponents using these techniques.</p>	



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Music	<p>Recognise the use and development of motifs in Music.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Suggest improvements in each other's work using key musical vocabulary.</p> <p>Identify common features between different genres, styles and traditions of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Singing and playing music in time with peers with accuracy and awareness of their part in the group performance.</p>	<p>Know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>Know that combining different instruments and rhythms when we compose can create layers of sound we call texture.</p> <p>Know that a loop in music is a repeated melody or rhythm.</p> <p>Know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>Know that Rock and Roll music uses blues chord structures with a fast tempo and strong vocals.</p> <p>Know that a bass line is the lowest pitch line of notes in a piece of music and a walking bass line is common in rock and roll.</p> <p>Know that playing in time means all performers playing together at the same speed and requires playing the notes for the correct duration as well as at the correct speed.</p> <p>Good vocal technique involves awareness of: correct posture; good breath control; accurate intonation; clear diction (articulation); appropriate changes in tone quality (timbre) and texture.</p> <p>The voice is an expressive instrument and can convey a range of emotions to support and enhance the text.</p>
Spanish	<p>Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes.</p> <p>Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.</p> <p>Work on improving memory skills.</p> <p>Remember more spellings from memory and use a variety of activities to help this.</p>	<p>Name, recognise and remember all four seasons in Spanish.</p> <p>Say what our favourite season is in Spanish.</p> <p>Say why it is our favourite season in Spanish.</p> <p>Start to recognise and use the conjunction 'y' (and) in our spoken and written responses.</p> <p>Name, recognise and recall from memory up to 10 vegetables in Spanish.</p> <p>Attempt to spell some of these nouns with their plural article/determiner.</p> <p>Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.</p>



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	Remember to always look for cognates first (such as patatas and tomates). Having enough language from memory to perform a short role-play.	
PSHE & Relationships, Sex Education	Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Having a voice. Accepting self and others. Problem solving. Identifying how special and unique everyone is.	Rewards and consequences. Group decision-making. What motivates behaviour? Challenging assumptions. Understanding influences. Understanding bullying. Judging by appearance. First impressions.