



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 4

Autumn 2026-2027

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

Narrative 1 Model Text: The Wild Girl adapted model
Focus / Outcome: Children will write an adventure story with a monster plot

The Day I Met the Mighty Aslan
Focus / Outcome: Fantasy story retell

Non-Fiction 1 Model Text: Lucy's Diary
Focus / Outcome: Write a first-person diary recount about a school trip
Poetry
What do the fairies ride? by Clare Bevan

Number/Place value
Addition and Subtraction

Addition and Subtraction
Measurement: Area
Multiplication and Division

Year 4

Foundation Subjects Curriculum coverage

Autumn 2026

Subject and Topic

Significant Skills

Significant Knowledge

Religious Education

Creation and Covenant

Children write about how Abram, Sarai and the Canaanites might have felt at different points on the journey from Haran.

To think about how they would use words and pictures from scripture to plan a piece of artwork to depict and celebrate God's covenant with

Creation and Covenant

Historical & Biblical Context: God called Abram to leave his homeland of Haran for the unknown land of Canaan (Genesis 12).

Abram & Sarai: Courage, uncertainty, faith in God's promise, and anxiety about leaving behind safety, family, and familiarity.



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Subject and Topic	Significant Skills	Significant Knowledge	
	Abram. Be able to retell the story of God's covenant with Abraham, from the time when God asked Abraham to leave his home in Haran to the birth of Isaac. Children list Abraham's blessings and challenges, and explain how his faith, hope and love played a part in each. To learn about Joseph, one of Abraham's descendants. Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope and love in God. Make links between prayers that show trust in God and the virtues of faith, hope and love.	The Covenant Scene: God promises Abram that his descendants will be as numerous as the stars, and promises land to his family (Genesis 15, 17). The Night Sky / Stars: Symbolizes endless generations and God's expansive promises. Sacrificial Altars / Flames: Symbolize seals of the covenant, dedication, and God's presence. Changed Names (Abram to Abraham, Sarai to Sarah): Symbolizes a new identity and purpose under God's blessing. Sacrificial Altars / Flames: Symbolize seals of the covenant, dedication, and God's presence. Changed Names (Abram to Abraham, Sarai to Sarah): Symbolizes a new identity and purpose under God's blessing. God's covenant promises extend through generations, proving that even through hardship, family rift, and exile in Egypt, God remains faithful to His people.	
Science	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.	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.	



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History	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.	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. 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.	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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	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. Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others.		
Art	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. Using sketchbooks: Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Making skills: Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Using growing knowledge of different materials, combining media for effect. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Knowledge of artists: Using subject vocabulary confidently to describe and compare creative works. Evaluating and analysing: Using more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.	Making skills (formal elements): Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. Texture: Complex marks can represent the textures and qualities of different surfaces. Tone: Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork. Space: Objects can appear in the foreground or background and size can be used to show distance. Making skills: Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. Represent geometric 3D shapes more accurately and begin to include organic forms. Use a more diverse range of marks to convey a subject's form. Combine lines and marks to create light and dark areas of a drawing. The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. Sketch to plan the placement of their composition elements for visual effect. Draw more accurately in relative size/proportion.	



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		Recognise whether something is in the foreground or background of a composition and how size can show distance. Knowledge of artists: Artists use drawing to plan ideas for work in different media. Evaluating and analysing: Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Artworks can fit more than one genre. Artists evaluate what they make, and talking about art is one way to do this.
Design & Technology	Design Noticing simple problems or needs in their everyday life. Using empathy and conducting simple surveys to recognise the needs of others. Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. Taking part in structured idea-generation sessions. Coming up with more ideas and considering the feasibility of their ideas in the classroom. Developing designs by adding detail and justifications about materials, tools, methods. Make Ordering the main stages of making into a plan. Selecting materials, components or ingredients from a wider choice but within a limited design space (e.g. seasonal ingredients from May and June in the UK). Selecting materials, components or ingredients based on their form as well as their functional properties. Explaining their choices with regard to function and form. Selecting equipment required for a series of tasks based on the plan. Explain why each piece is suitable for each stage. Suggesting simple safety rules based on their understanding of tool dangers. Participating in discussions about classroom safety procedures.	Design Know: That a problem or need is something that a designer can help to solve. That empathy is thinking about what someone else might like. That a target audience is a group of people that might like the idea. That thinking together can help generate ideas. That not everything can be made in the classroom. Make Know: That ordering the steps of a build can make it easier. That form is the look and shape of something. That function is what something does and how it works. That different pieces of equipment will be used at different stages in a plan. That different tools and equipment have different dangers. That creating accurate shapes improves how they look and sometimes their function. Evaluate Know: That some products are more successful than others because of their function. That designers and inventors create products. That the choices of materials and equipment can affect the final product. That feedback is ideas and suggestions from other people that can help improve their work. That good suggestions help give better feedback. That they can choose to use feedback or not.



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	Following detailed safety instructions. Choosing shapes to suit the function of a product. Evaluate Investigating and analysing a range of existing products by looking at their functionality and appeal. Analysing why specific products, designers or inventors are successful. Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements. Evaluating how effective their chosen materials and tools were in fulfilling the design brief. Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. Reflecting on feedback to decide if and how it could be used to improve future iterations. Technical knowledge Following the instructions within a recipe. Following a baking recipe, including the preparation of ingredients. Cooking safely, following basic hygiene rules.	Technical knowledge Know: That cooking instructions are known as a 'recipe'. That the appearance of food is as important as taste. That the amount of an ingredient in a recipe is known as the 'quantity.' That safety and hygiene are important when cooking. The following cooking techniques: sieving, measuring, stirring, cutting out and shaping.
Physical Education	Netball Perform a: Chest pass, Shoulder pass and Catch the ball. Passing into space. Getting away from a defender. Group Work. Tennis Serve. Forehand. A player's forehand is usually their strongest shot on the tennis court. Backhand. There are two variations of a backhand – a one-handed shot and two-handed shot. Volley. Overhead. Football	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. 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. Children recognise the name for different techniques. Children develop the ability to play against their opponents using these techniques.



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Music	Pulse Feel the strong beat, demonstrating a developing sense of metre (grouping of pulse in 2s, 3s or 4s). Mark the strong beats in different ways e.g. tapping, walking, using percussion. Set and maintain a steady pulse when playing and singing. Identify and separate rhythm from pulse i.e. mark the pulse whilst another group taps the rhythm of a song, with awareness of when a rest in the rhythm occurs. Use pulse to help develop the sense of phrase in rhythm and melody (how many pulse beats there are in each phrase). Accurately identify aurally how the pulse has been grouped e.g. in 2s, 3s, 4s, 5s etc. Tempo Continue to use tempo expressively in performances and their own compositions with good control and awareness of its effect. Continue to describe and compare different kinds of music using appropriate musical vocabulary (e.g. A Tempo; Accelerando; Rallentando; Ritenuto; Presto). Duration Recognize aurally and speak rhythmic patterns e.g. using combinations of SOLFA rhythmic syllables: ta -ah-ah; ta-ah, ta, te-te, and 1 and 2 beat rests. (dotted minim, minim; crotchet; paired quavers). Improvise and compose rhythmic patterns 2-4 bars in length and combine these to make longer phrases. Read and perform rhythmic patterns e.g. using simple combinations of SOLFA written rhythmic symbols for: 3, 2, 1, ½ beat notes and 1 and 2 beat rests. Identify aurally metres of 2,3 and 4 beats in a bar.	Know that the pulse is a strong and steady beat and can be marked in different ways. Know that using tempo can change the feeling of a piece of music or create a desired effect. 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. Know that rhythms can be read and performed, and that symbols or sounds can be used to represent rhythms and note duration. Know that rhythms and music can be grouped into bars to combine longer phrases. Know that good vocal technique involves awareness of: correct posture; good breath control; accurate intonation; clear diction (articulation); appropriate changes in tone quality (timbre) and texture. Know that the voice is an expressive instrument and can convey a range of emotions to support and enhance the text.	



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	Begin to combine rhythmic patterns with a limited number of pitches to create simple melodies and provide accompaniments (vocal and instrumental and using appropriate Music Technology).	
Spanish	Name (with accurate pronunciation) and remember the four seasons in Spanish Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role-play about buying vegetables from a market stall. Say if they would like one kilo or a half-kilo of a particular vegetable or selection of vegetables.	I can repeat and recognise most of the ten colours in Spanish. All with a prompt first. I can repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1- 10. I may be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish. I can repeat and recognise most of the ten vegetables in Spanish with their correct article. I can attempt to possibly spell five of these words unaided from memory with good accuracy. I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight. I can perform a very simple Spanish role-play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.
PSHE & Relationships, Sex Education	Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Having a voice. Actively engage with the story, activities and discussions each day Be able to recall and articulate their learning	Rewards and consequences. Group decision-making. What motivates behaviour? All children will understand that they are created by God who loves them. Most children will understand that God designed them with a purpose: to be loved, to love and to make a difference. Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God.