



YEAR 4

MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 4 Spring 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	
Spring 1	Spring 2	Spring 1	Spring 2
Non Fiction 1 Model Text: Should We Feed Animals In National Parks? Focus /Outcome A discussion answering another 'Should' question	Non-Fiction 3 Model Text: How Does Pollination Work? Focus/Outcome: An explanation text about The Water Cycle or Amazing Americas	Number/Multiplication and division 3 weeks Measurement- Length and Perimeter 2 weeks	Fractions 4 weeks Decimals 3 weeks



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Year 4 Foundation Subjects Curriculum coverage Spring 2025-2026		
Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	<p>Community Ask and respond to questions about their own and others' experiences of being part of a community. Make links to show how feelings and beliefs affect their commitment to community and that of others. Retell the story of the call of the apostles. Describe some of the advice St. Paul gives us about being loving members of a community; the actions and symbols within a funeral Mass; some ways in which some people serve their parish community. Make links between the call of the apostles and God's call to people to serve him today. Give reasons for the actions and symbols used within a funeral Mass; why people give service to the parish community through various ministries.</p> <p>Giving and Receiving Ask and respond to their own and others' experiences and feelings about giving and receiving. Describe what happens during the Introductory Rite; what a person might do if they follow Jesus' advice; ways in which peace is lived out by believers. Give reasons for religious actions and symbols used in the celebration of the Eucharist; why Christians attend the celebration of the Eucharist. Compare their own and other people's ideas about questions related to the Communion Rite.</p> <p>Lent/Easter – Giving: Come and see for yourself Retell some of the religious stories of Holy Thursday, Good Friday and Easter. Describe some religious actions and symbols of Lent and Holy Week; some ways in which Christians try to be self-disciplined in Lent. Make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs. Show an understanding of the different liturgies of Holy Week.</p>	<p>Community Belonging to a community. The life of the local Christian community. The Gospels tell us about our union with Jesus and how to use our God-given gifts.</p> <p>Giving and Receiving Giving and receiving every day. The Eucharist challenges and enables living and growing in communion. The Gospels tell us about Jesus' sacrifice of himself for us through the breaking of the bread.</p> <p>Lent/Easter - Giving: Come and see for yourself Self-discipline is important. Celebrating growth to new life through self-discipline. The Gospels tell us about Jesus' last moments on earth and his death and resurrection.</p>
	<p>Set up simple practical enquiries. Carry out a fair test. Making systematic and careful observations and make predictions. Suggest improvements and raise further questions. Recording findings using simple scientific language, drawings, labelled diagrams and tables.</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases. Understand the properties of gases Know that some materials change state when they are heated or cools. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>



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History	<p>Begin developing a chronologically secure knowledge and understanding of British history and how people's lives have shaped this nation.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses using relevant historical information and enquiry.</p>	<p>Understand the chronology of time periods.</p> <p>Understand that a knowledge of the past is constructed from a range of sources.</p> <p>Research the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Learn about Viking raids and invasions.</p> <p>Study the resistance by Alfred the Great and Athelstan, the first King of England.</p> <p>Research further Viking invasions and Danegeld.</p> <p>Discuss Anglo-Saxon laws and justice.</p> <p>Learn about Edward the Confessor and his death in 1066.</p> <p>Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>
Geography	<p>Ask and respond to questions and offer their own ideas.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p> <p>Locate places on large scale maps, (e.g. Find UK and the Americas).</p> <p>Extend to satellite images, aerial photographs.</p>	<p>Identify and locate the countries and major cities within North and South America.</p> <p>Study their environmental regions and key physical and human characteristics.</p> <p>Compare geographical characteristics.</p> <p>Study their environmental regions. Focus on Chile, specifically and compare to the UK, look at similarities and differences.</p>
Computing	<p>Scratch</p> <p>Using decomposition to solve a problem by finding out what code was used.</p> <p>Using decomposition to understand the purpose of a script of code.</p> <p>Creating algorithms for a specific purpose.</p> <p>Coding a simple game.</p> <p>Incorporating variables to make code more efficient.</p> <p>Remixing existing code.</p> <p>Creating media: Website design</p> <p>Building a web page and creating content for it.</p> <p>Designing and creating a webpage for a given purpose.</p> <p>Using software to work collaboratively with others.</p>	<p>Scratch</p> <p>That a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.</p> <p>What a conditional statement is in programming.</p> <p>Using variables can help you to create a quiz on Scratch.</p> <p>Creating media: Website design</p> <p>Know that a website is a collection of pages that are all connected.</p> <p>Know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks.</p> <p>Know that websites should be informative and interactive.</p>
Art	<p>Generating ideas:</p> <p>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:</p> <p>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:</p> <p>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>Formal elements:</p> <p>Colour: Adding black to a colour creates a shade. Colour: Adding white to a colour creates a tint. Form: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. Tone: Tone can be used to create contrast in an artwork.</p> <p>Making skills:</p> <p>How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D effect when painting. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first. How to organise painting equipment independently, making choices about tools and materials.</p>



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	<p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Evaluating and analysing: Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p>
Design & Technology	<p>Designing a shape that reduces air resistance. Drawing a net to create a structure from. Choosing shapes that increase or decrease speed as a result of air resistance. Personalising a design. Measuring, marking, cutting and assembling with increasing accuracy. Making a model based on a chosen design. Evaluating the speed of a final product based on; the effect of shape on speed and the accuracy of workmanship on performance.</p>	<p>Understand that all moving things have kinetic energy. Understand that kinetic energy is the energy that something (object/person) has by being in motion. Know that air resistance is the level of drag on an object as it is forced through the air. Understand that the shape of a moving object will affect how it moves due to air resistance.</p>
Physical Education	<p>Tag Rugby Can catch and pass in isolation. Run with ball. Tag an attacking player.</p> <p>Dance Moving to a beat Moving in unison Working as part of a group Demonstrate the rhythm pattern using hands/feet.</p> <p>Hockey Perform the push pass and slap pass. Dribbling - Keep stick and ball close to the body. Change direction. Communication as a team.</p>	<p>Choose and vary tactics to suit the situation in a game. Describe what they and others do that is successful. Suggest what needs practising.</p> <p>Recognise the 8 counts. Recognise a repeated sound. Identify if the dance flows well in sequence. Identify the appropriate speed of a dance.</p> <p>Discuss the different passing techniques. Discuss how to work well as a team. Know how to dribble effectively. Identify how they might improve their gameplay.</p>



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Music	<p>Singing Place the voice with increasing accuracy over a wider pitch range of one octave - Major or Minor scale steps 1 – 8. Sing songs, which contain wider jumps (intervals) in pitch. Explore different parts of the voice – ‘head’ and ‘chest’ – with some control and awareness. Develop a more focused singing tone with good articulation and pitch-matching (intonation). Sing rounds, canons and simple harmonic two part arrangements, maintaining own part accurately with growing confidence and awareness of the effect created. Use dynamic contrast (e.g. crescendo / diminuendo) with growing awareness and control.</p> <p>Pitch Recognise aurally differences in pitch between bigger and smaller intervals (jumps/leaps) and steps. Begin to recognise ‘dot’ notation using the full 5- line stave ‘ladder’ over a range of 5 – 8 notes (up to a, octave). Sing and play short melodic phrases using ‘dot’ notation. Copy short melodic phrases using the pentatonic scale (e.g. C, D, E, G, A). Improvise and compose simple 4- 5 note melodies and use ‘dot’ notation to document them. Improvise and perform simple accompaniments to songs using harmonic devices like ostinato and drone. Recognise aurally major and minor chords.</p> <p>Composing and improvising Combine known rhythmic notation with the musical letter names to create short pentatonic phrases using a limited range of up to 5 pitches suitable for the instruments being played (or learnt) e.g. CDE GA // FGA CD. Improvise on a limited range of pitches on tuned percussion (or the instrument they are now learning), making conscious decisions about the use of musical features like legato (<i>smooth</i>) smooth and staccato (<i>detached</i>). Combine known rhythmic notation with the musical letter names to create short pentatonic phrases using a limited range of up to 5 pitches suitable for the instruments being played (or learnt) e.g. CDE GA // FGA CD.</p> <p>Dynamics Continue to use dynamics expressively in performances and compositions (vocal and instrumental) with growing control and awareness of their effect. Identify aurally how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary.</p> <p>Timbre Distinguish specifically between different sounds (vocal and instrumental) using appropriate musical and descriptive vocabulary. Select appropriate sounds in compositions and to accompany known songs. Use own voice / instrument / IT in different ways with good control. Use voice expressively in songs with awareness of effect created.</p>		
	<p>Me Presento Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked. Ask somebody their name in Spanish and reply when asked. Recall numbers 1-20 in Spanish. Ask somebody how old they are in Spanish and reply when asked. Ask somebody where they live in Spanish and reply when asked. Express our nationalities in Spanish and understand basic gender agreement rules.</p> <p>Mi Familia Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Count up to 100 in Spanish.</p>	<p>Me Presento To work towards holding a simple conversation with a partner, asking a question as well as being able to answer one. Being able to present ourselves in Spanish. Saying what our name is, how old we are, where we live and our nationality.</p> <p>Mi Familia We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence.</p>	



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	Understand possessive adjectives better in Spanish ('my' form only)	Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.
PSHE & Relationships, Sex Education	<p>Module 1 - Created and Loved by God Unit 2 - Me, My Body, My Health</p> <ul style="list-style-type: none"> • All children will understand that our similarities and differences should be celebrated; understand some basic ways of taking care of their bodies. • Most children will understand that we should find our self-confidence in God, who loves us and calls us His children; and will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do. • Some children will demonstrate a more nuanced understanding of why being different can feel difficult, and show resilience when considering how reasons for confidence might be changeable; will demonstrate a more nuanced understanding of how we should respect our bodies as temples of the Holy Spirit and show prior knowledge of ways in which we can look after ourselves. <p>Module 1 - Created and Loved by God Unit 3 - Emotional Wellbeing</p> <ul style="list-style-type: none"> • All children will learn that we each experience a range of feelings, but these are not always good guides for action; will understand what is meant by 'the media'; and will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky. • Most children will understand the concept of 'emotional well-being' and how we can take positive actions to enhance this; will understand that images in the media do not always reflect reality and can affect how people feel about themselves; and will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness. • Some children will demonstrate a clearer understanding that feelings are neither good nor bad, but information about what we are experiencing that helps us consider how to act; will demonstrate a deeper emotional awareness of the impact the media/social media can have on thoughts, feelings and choices, and how knowing we are made and loved by God can help us withstand this pressure; and will demonstrate deeper emotional understanding when discussing the feelings of themselves and others. 	<p>Module 1 - Created and Loved by God Unit 2 - Me, My Body, My Health</p> <p>Children will learn that:</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community • Self-confidence arises from being loved by God (not status, etc) • They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do <p>Module 1 - Created and Loved by God Unit 3 - Emotional Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects) • Understand the range and intensity of their feelings more deeply; that 'feelings' alone are not good guides for action • That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act • What emotional well-being means and that positive actions help emotional well-being • That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/parish priest) • That images in the media do not always reflect reality and can affect how people feel about themselves • That God made us and loves us as we are. • That some behaviour is wrong, unacceptable, unhealthy and risky • That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media