



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 4 Summer 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	
Summer 1	Summer 2	Summer 1	Summer 2
Narrative 2 Model Text: The Night Fairy Focus/Outcome: Finding Tale	Non Fiction 4 Model Text: Marcus Rashford Letter about FSM Focus/Outcome: Persuasive Letter	Number-Decimals A 3 weeks Number-Decimals B 2 weeks	Measurement - Money 1 Week Measurement - Time 1 week Statistics 1 week Geometry - Properties of Shape 1 weeks Geometry - Position and Direction 1 weeks Consolidation 1 week



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Subject and Topic	Year 4 Foundation Subjects Curriculum coverage	Summer 2025-2026
	Significant Skills	Significant Knowledge
Religious Education	<p>Judaism Identify the Torah and show understanding of its significance as a holy book. Make links between Judaism and Christianity. Ask wondering questions about Judaism.</p> <p>Pentecost Ask and Respond to questions about their own and others' experiences of good news bringing life. Make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. Compare their own and other people's ideas about how good news brings life.</p> <p>Reconciliation Ask and Respond to questions about their own and others' experience and feelings about what breaks and what mends a friendship. Wonder about how friendships may be restored. Make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship. Compare their own and other people's ideas about questions of building and maintaining friendship and realise that these questions are difficult to answer.</p> <p>Islam The importance of the Qur'an to those of Islam faith.</p> <p>Universal Church Ask and Respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things. Ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer. Make links to show how feelings and beliefs affect their behaviour and that of others using the example of Eric or other examples. Compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer. Show how their own and others' decisions about actions in life are informed by beliefs and values.</p>	<p>Judaism What is the Torah? The books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy make up the Torah. What is a Bat and Bar Mitzvah?</p> <p>Pentecost Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God and the Holy Spirit. What is the Church? One and holy, Catholic, Apostolic, Mission Liturgy, Sacraments, Baptism, Confirmation, prayer. The dignity of the human person, sin, the human community, love of God, love of neighbour.</p> <p>Reconciliation Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God and the Holy Spirit. What is the church? One and holy, Catholic Liturgy, Sacraments, Reconciliation, prayer. The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour.</p> <p>Islam Qur'an. Describe what you think they might tell you about Allah</p> <p>Universal Church Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God and the Holy Spirit. What is the church? One and holy, Catholic Liturgy, Sacraments, Reconciliation, prayer. The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour.</p>



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Science	<p>Able to identify the correct type of enquiry to answer a question.</p> <p>Able to set up a simple test.</p> <p>Able to record findings using labelled diagrams.</p> <p>Able to use written explanations to report on findings from an enquiry.</p> <p>Able to use evidence to support findings.</p> <p>Able to set up a simple practical enquiry.</p> <p>Able to record findings using drawings.</p> <p>Able to use results to make predictions.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Identify common appliances that run on electricity.</p> <p>Know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>
History	<p>Places events from the period studied on the timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</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>Study the local history of Hampton Court Palace and make links with Henry VIII.</p> <p>Study the life of Henry VIII.</p> <p>Explore the reformation of the Church under the reign of Henry VIII. Understand the changes this had to religion and law across England.</p> <p>Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p> <p>Recognise and understand the importance of studying local history and why Henry and Hampton are so important to us.</p>
Geography	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs.</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps.</p>	<p>What are natural resources?</p> <p>Fossil Fuels for energy; Crops for food; Livestock for food and clothes.</p> <p>Agricultural resources and geological resources.</p> <p>Fair Trade: What is it? Why have it?</p> <p>Consider 'Fair Trade' and 'sustainability' for our planet.</p> <p>Carbon Footprint - What is it? What is the impact on our planet? What can we do to change it?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps.</p>



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Computing	<p>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 judgments 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.</p> <p>Computational Thinking Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts when completing both plugged and unplugged activities. Creating algorithms for a specific purpose. Using abstraction and pattern recognition to modify code.</p>	<p>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.</p> <p>Computational Thinking Combining computational thinking skills can help solve a problem. Pattern recognition means identifying patterns to help them work out how the code works. Algorithms can be used for several purposes, e.g. animation, game design, etc.</p>
Art	<p>Identifying different features within the painting and being able to use the formal elements to describe it. Using descriptive language to tell the story. Respond to a painting by making inferences justifying my ideas using my own experiences. Act out the story behind a picture. Analyse and interpret a painting through questions.</p>	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Understanding the narrative and suggesting ideas for the meaning behind the picture. Each artist tells a story through their work. How people interpret paintings is subjective to their personal journeys.</p>
Design & Technology	<p>Use research for design ideas. Design considers the purpose of the object. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making. Use suitable tools and equipment.</p>	<p>Torches Know the features of a torch: case, contacts, batteries, switch, reflector, lamp and lens. Know facts from the history and invention of the electric light bulb(s) - Understand that electrical conductors are materials which electricity can pass through. Understand: -that electrical insulators are materials which electricity cannot pass through;</p>



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	Select appropriate materials. Evaluate a product. Begin to explain how they could improve original design.		-that a battery contains stored electricity that can be used to power products; -that an electrical circuit must be complete for electricity to flow; -that a switch can be used to complete and break an electrical circuit. Use a simple circuit in their product - Torches.
Physical Education	<p>Basketball Play games with some fluency and accuracy, using a range of throwing and catching techniques. Look for space, team- mate to pass the ball. Shooting: Palm facing up (creating a nest for the ball). Extend elbow, following through in direction of target.</p> <p>Athletics Using exercise to change our body e.g. heart rate. Throwing for distance. Ways to perform take off and landings. Apply athletic techniques.</p> <p>Tennis Demonstrate correct technique for forehand and backhand. Swing and follow through. Using the ready position in a game. Directing the ball to move the opponent.</p>		<p>Basketball Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. Understand that they need to defend as well as attack. Watch and describe others’ performances, and suggest practices that will help them and others to play better. No travelling (a maximum of two steps between each bounce of the ball).</p> <p>Athletics Understand how to warm up. What can you do to maximise the distance thrown? Throw different objects for accuracy. How to use arms and legs to generate power.</p> <p>Tennis Understanding court position. Which hand should go at the bottom of the racket? Which side of the body do you hit a backhand from? How will you align your body to help you hit in a certain direction?</p>



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Music	<p>General Musicianship focus:</p> <p>Singing</p> <ul style="list-style-type: none"> Cultivate an 'unbroken' singing tone, using one breath per melodic phrase. <p>Structure</p> <ul style="list-style-type: none"> Determine the length of a phrase (number of pulse beats in the phrase) and relate this to the overall structure of a song. Continue to analyse aurally the melodic and / or rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato and sequence. Begin to recognise aurally the use of scales – major, minor and pentatonic and note their effect. Recognise aurally simple musical structures e.g. canon, round, verse and chorus, ABA, Rondo (ABACAD etc.) <p>Texture</p> <ul style="list-style-type: none"> Sing a range of songs as a soloist and in a group, in unison and 2 / 3- part harmony (rounds and canons, quodlibets, ostinato phrases, simple harmony lines e.g. in 3rds). Maintain own rhythmic and / or melodic line with confidence and control. <p>Composing and improvising:</p> <ul style="list-style-type: none"> Begin to make compositional decisions about the overall structure of improvisations. Create longer pieces of music using a given form like AB / ABA. Improvise and compose pieces and accompaniments using given structures and devices Improvise and perform simple accompaniments to songs using devices like ostinato, drone and sequence. <p>Select and combine sounds in more complex rhythmic and melodic compositions.</p> <p>Composing</p> <ul style="list-style-type: none"> Expand developing knowledge of musical dimensions by composing descriptive music to create a specific mood or effect, for example creating music to accompany a short film clip, storyboard or cartoon. Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas with increasing accuracy using any of: <ul style="list-style-type: none"> graphic symbols rhythm notation and time signatures staff notation technology 		



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Spanish	<p>La Clase Work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.</p> <p>La Cafeteria Work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in Spanish and creating more personalised responses</p>	<p>La Clase Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.</p> <p>La Cafeteria Recall from memory a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks in a typical Spanish cafeteria, improving our cultural knowledge of Spain. Understand better how to make nouns plural in Spanish. Improve our knowledge of Spanish currency. Order in Spanish what we would like to eat and drink in a role-play.</p>
PSHE & Relationships, Sex Education	<p>Module 1 - Created and Loved by God Unit 4 - Life Cycles</p> <ul style="list-style-type: none"> ● All children will understand what death is; be able to identify different changes and know some of the emotions associated with change. ● Most children will demonstrate an understanding of what the Christian faith says about death and eternal life; be able to empathise with different emotions associated with change and identify simple coping strategies. ● Some children will demonstrate resilience and empathy when discussing grief, and show an emerging personal belief about life beyond death; demonstrate an understanding that faith in God can help and support them during times of change. <p>Module 3 - Created to Live in Community Unit 1 - Religious Understanding</p> <ul style="list-style-type: none"> ● All children will learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this; and will understand that the Church is not a building, but all the people around the world who believe in Jesus. ● Most children will understand that being made in the image of God means we are made to love God and others, and be loved by God and 	<p>Module 1 - Created and Loved by God Unit 4 - Life Cycles Children will learn:</p> <ul style="list-style-type: none"> ● What 'death' means ● About some feelings often connected with grief ● What the Christian faith says about death and eternal life ● Some ways to support themselves and others when they are grieving ● That change is a part of life and that there are different kinds of change. ● About some feelings often associated with change. ● That God is always with us as we change and grow. ● Some coping strategies to support themselves and others. <p>Module 3 - Created to Live in Community Unit 1 - Religious Understanding Children will learn that:</p> <ul style="list-style-type: none"> ● God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' ● The human family reflects the Holy Trinity in charity and generosity ● We are made in the image of God, which means we are made to love God and others, and be loved by God and others



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	<p>others; and will understand that we the Church are called to love others as God loves us, and will be able to come up with some practical examples of how they can do this.</p> <ul style="list-style-type: none">• Some children will seek to understand the mystery of the Holy Trinity at a deeper level, and will demonstrate personal faith and self-awareness when considering what being made in the image of God means for how they should live; and will demonstrate a deeper personal conviction of and excitement for their own role within the Church.	<ul style="list-style-type: none">• The Church family comprises home, school and parish (which is part of the diocese)	