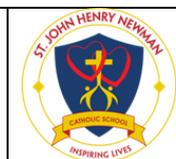




St John Henry Newman Catholic Primary School

Year 4 Spring Term 2026

Curriculum Map



Termly Overview

Religious Education

Galilee to Jerusalem – In this unit, we will explore who Jesus is through His journey from Galilee to Jerusalem and His question to Peter, “Who do you say I am?” We will hear stories of Jesus healing the sick, welcoming those who were excluded, and showing compassion to people on the edges of society. We will learn how beliefs about illness in Jesus’ time led to people being pushed aside, and how Jesus’ actions revealed God’s Kingdom as one of mercy and inclusion. Through these Gospel stories, we will learn that Christians believe Jesus is the Messiah, fully human and fully divine. We will also explore how Jesus’ healing continues today through the Church, especially through the Sacraments of Reconciliation and the Anointing of the Sick, and reflect on how Christians are called to care for others with faith, hope and love.

Desert to Garden – In this unit, we will explore the season of Lent and its themes of forgiveness, reconciliation and loving God through our actions. We will learn from parables such as the Lost Son and the Judgement of the Nations, reflecting on God’s mercy and how faith naturally leads Christians to care for others. We will also follow the events of Holy Week, from Jesus’ entry into Jerusalem to His death and burial, learning how Jesus reveals Himself as a servant king who gives Himself for others. Through these stories, we will reflect on how Christians are called to live out the works of mercy, especially during Lent, and how forgiveness, faith, hope and love can transform both our own lives and the lives of others.

Reading

In English Reading, we will begin by studying *The Lion, the Witch and the Wardrobe*, reading the story together and answering comprehension questions to develop understanding of the text. As we read, we will make inferences about the characters’ thoughts, feelings and decisions, and compare characters’ motivations, using evidence from the text to support our ideas. In the second half of the term, we will explore a range of non-fiction texts about Africa and electricity, developing skills such as retrieving information, understanding key vocabulary, and explaining ideas clearly.

Writing

This term, the children will write in a range of styles and for different purposes. We will write a third-person narrative, creating an ending to a story and focusing on character and plot. We will also write poetry, with a particular focus on using similes and alliteration to create imagery and effect. Later in the term, we will produce an explanation text, learning how to organise information clearly and logically, before writing a play script that develops dialogue, character and structure.

Maths

In maths, we will develop our understanding of multiplication and division by exploring factor pairs, multiplying and dividing by 10 and 100, and using written methods to multiply larger numbers by 1-digit numbers. We will practise dividing numbers with and without remainders and solve problems that involve choosing and combining different possibilities. In fractions, we will work with mixed numbers and improper fractions, converting between them and using number lines and models to compare and order them. We will also add and subtract fractions with the same denominator. Later in the unit, we will be introduced to decimals, exploring tenths and hundredths and linking them to fractions and place value. Throughout the unit, we will apply our learning to problem-solving and real-life contexts.

Science

Sound – In this unit, we will learn how sounds are made and how they travel. We will explore how vibrations create sound, how sound reaches the ear, and how volume and pitch can change. We will investigate how loud sounds are measured using decibels and learn how sound can become quieter as it travels further from its source. Through practical experiments, we will plan, carry out and evaluate fair tests, using equipment carefully and recording our results. We will also explore how different materials can affect sound and reflect on how scientific investigations help us answer questions about the world around us.

Electricity – In this unit, we will learn how electricity is used in everyday life and how it powers common appliances. We will explore different power sources, including mains electricity and batteries, and learn how to stay safe when using electrical equipment. We will build and draw simple series circuits using components such as cells, wires, bulbs, switches and buzzers, and investigate why some circuits work while others do not. We will also explore conductors and insulators, learning which materials allow electricity to

flow and which do not, and investigate how different materials affect a circuit. Throughout the unit, we will work scientifically by making predictions, carrying out investigations and explaining what we have found out. Sustainability – In this short unit, we will learn what energy is and how it is used in everyday life. We will explore different energy sources, including renewable and non-renewable energy, and consider which are better for the planet. We will also think about how we can reduce our energy use at home and at school, and why making small changes can have a positive impact on the environment.

History

What changed in Britain after the Anglo-Saxon invasion? – In this unit, we will explore how life in Britain changed after the Anglo-Saxon invasion and how these changes still affect life today. We will learn why people invaded and migrated to Britain, where early settlements were established, and how they changed over time. We will examine how society was organised, including kings, kingdoms, and different social groups, and learn who became the first ruler of a united England. We will use images and archaeological evidence to make inferences about the past, and explore beliefs in different cultures, including paganism and the spread of Christianity. We will also consider how the Anglo-Saxons and Vikings influenced British culture, language and traditions, and reflect on the lasting legacy they left behind.

Geography

Where does our food come from? – This half term, we will explore the links between geography and the food we eat. We will investigate how different foods grow in a range of biomes around the world and learn how climate affects what can be produced in different regions. We will explore fair trade and responsible trading, tracing the journey of foods such as cocoa beans from farm to table. Through map work, we will develop our atlas skills by locating countries, using scale bars to calculate distances food has travelled, and understanding lines of latitude and longitude. We will also carry out a practical fieldwork project, collecting data to find out whether our school dinners are locally sourced. By the end of the unit, we will understand the environmental impacts of food production and consider how informed choices can make a difference.

Art

Painting and Mixed Media – In art, we will explore how artists use light and dark to create form and depth. We will learn how to mix tints and shades by adding white or black to colour, and use these to make objects appear three-dimensional. We will experiment with different painting techniques and carefully arrange objects to create still-life compositions, planning our ideas through sketching before producing a final piece. We will also look at how artists make choices to communicate meaning in their work, discussing how colour, tone and texture can affect how art is interpreted. Throughout the unit, we will develop control, confidence and independence in our painting.

Design Technology

Cooking and Nutrition – In this unit, we will design and make biscuits, learning how recipes are planned and adapted to meet a purpose and a budget. We will explore different types of biscuits, using taste, texture and appearance to compare products and consider who they are made for. We will learn about food hygiene and safety, and practise key cooking skills such as measuring, mixing, sieving and shaping ingredients. We will follow a recipe with support and adapt it by adding ingredients to suit a design idea or budget. At the end of the unit, we will evaluate our finished biscuits, discussing what worked well and suggesting improvements.

Computing

Computational Thinking and Game Design (Scratch) – In this unit, we will develop our computational thinking skills by designing and creating games using Scratch. We will learn how to break problems into smaller steps, spot patterns, focus on key information and create clear algorithms. We will apply these skills by building a simple multiplication game, using variables to keep score, conditional statements to control what happens in the game, and sensing blocks to respond to player actions. We will also learn how to write efficient code using loops, test our programs and debug errors when things do not work as expected. Throughout the unit, we will evaluate our work and make improvements, building confidence in the key programming skills that underpin computer science.

Physical Education

Fitness – In this unit, we will take part in a range of activities designed to develop different areas of fitness, including speed, strength, stamina, balance, agility and coordination. We will learn how our bodies respond to exercise and recognise the different ways physical activity can make us feel. We will work safely and with control, challenging ourselves to persevere when activities become difficult and supporting others to do the same. We will also learn to identify our strengths and areas for improvement, using this to help us set personal goals and improve our performance over time.

Ball Skills – In this unit, we will develop a range of ball skills through a variety of activities and small-sided games. We will practise tracking, throwing and catching, using both one and two hands, as well as dribbling

and controlling a ball with our hands and feet. We will explore different throwing techniques and learn how to choose the most appropriate skill for different situations. Throughout the unit, we will work both independently and with others, developing communication, teamwork and perseverance as we learn new skills. We will also reflect on our performance, give feedback to others and identify ways to improve.

Music

Singing – Sing folk tunes expanding the interval range

Listening – Exploring the genres of “Classical” and “Pop” music

Composing – Create an improvisation on the theme of the “Lark Ascending” and “Mamma Mia”

Performing – Explore the treble recorder in a carousel, learn “Happy Birthday” and “Clementine” on the descant recorder

Languages

Dates – In Spanish, we will learn to talk about dates and birthdays, building our understanding of numbers and months of the year. We will practise key phonics, learning how different sounds are formed and recognising spelling patterns that are different from English. We will learn how numbers are constructed in Spanish and how to use simple grammar such as el and la with nouns. We will listen to songs and rhymes to develop accurate pronunciation and confidence when speaking, and practise asking and answering simple questions about ourselves. We will also explore cultural traditions, comparing birthday celebrations in the UK and Mexico, and learning about Spanish festivals that take place throughout the year.

Relationship and Health Education

Module 2: Created to Love Others – Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

Unit 3 – Life Online incorporates some of the excellent NSPCC Share Aware resources, with children learning how quickly things can be shared around the world online. Focus is also given to online chatting and cyberbullying, and how to report and get help if children encounter inappropriate messages or material. Both sessions explore the steps children need to take to stay safe online.

Unit 4 – Keeping Safe features teaching on physical, emotional and sexual abuse through a series of animated stories. The animated expert Dr Datfa helps children to also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. Children will explore in more detail what to do in emergency situations.