



St John Henry Newman Catholic Primary School

Year 4 Autumn Term 2026

Curriculum Map



Termly Overview

Religious Education

Creation and Covenant – This term, the pupils will explore the lives of Abraham and Joseph, two key figures of the Old Testament, and how God's promises shaped their journeys of faith. They will hear stories such as God's covenant with Abraham and Joseph's rise in Egypt, reflecting on how both men trusted God through challenges. Pupils will learn why Abraham is seen as the father of faith for Jews and Christians, and how Joseph's story shows God bringing hope and new beginnings. They will also reflect on the virtues of faith, hope, and love, considering how these guide their own lives today. Alongside this, pupils will explore prayer as a way of trusting God, and learn about people like Cardinal Manning, who put faith into action in service of others.

Prophecy and Promise – In the second term, pupils will learn about the prophets Elijah and John the Baptist, discovering how they reminded people of God's covenant and prepared the way for Jesus. They will hear stories such as Elijah's encounter with God and John the Baptist's preaching in the wilderness, reflecting on how their messages still speak to Christians today. Pupils will also explore how the season of Advent links to prophecy, through the words of Isaiah, the ancestry of Jesus, and the tradition of the Jesse tree. They will learn how Christians prepare for the coming of Christ at Christmas and in hope of his return, and consider what kind of king Jesus is. We will also explore artistic portrayals of Jesus as King, and what these reveal about Him.

Reading

In English Reading this term, pupils will begin with *The Firework Maker's Daughter* by Philip Pullman, exploring the story through discussion, prediction and inference, while also considering how language choices create meaning. They will then move on to non-fiction with *The Romans – Britain in the Past* by Moira Butterfield, practising how to retrieve key information and summarise ideas. Across both units, we will focus on building vocabulary and answering various questions to show our understanding of what we have read.

Writing

This term, the children will write in a range of styles and for different purposes. They will begin with a biography about their class figure, either Stephen Hawking or Marie Curie, learning how to present key events and achievements clearly, using paragraphs and subheadings. Later, they will write a first-person narrative, developing their use of description and viewpoint. The children will also create a non-chronological report, organising information with headings and technical vocabulary, before moving on to a discussion text where they will practise giving balanced arguments.

Maths

Across the Autumn term, the pupils will develop their understanding of numbers up to 10,000, exploring how to represent, partition, and order them. They will use number lines, find 1, 10, 100, or 1,000 more or less than a given number, and practise rounding to the nearest 10, 100, or 1,000. Pupils will also develop their skills with Roman numerals, learning to read and write them confidently. Alongside this, they will practise addition and subtraction of 4-digit numbers, including calculations requiring multiple exchanges, and will use strategies to estimate and check their answers. Pupils will also extend their multiplication and division knowledge, learning times-tables up to 12, multiplying and dividing by 3, 6, 7, 9, 11, and 12, and applying these skills to solve practical problems. In measurement, pupils will explore area, counting squares, making shapes, and comparing areas accurately.

Science

Group and classify living things – We will be learning how to group and classify animals and plants, exploring the similarities and differences between them. For animals, we will investigate vertebrates (those with a spine) and invertebrates (those without), looking closely at features such as body structure, number of legs, and presence of wings or fins. We will use classification keys to help sort animals and understand how scientists organise living things. For plants, we will explore flowering and non-flowering types, including deciduous and evergreen trees, observing features such as leaves, stems, and flowers. We will practise grouping and sorting plants using these features and create our own classification keys.

States of matter – In this unit, we will explore solids, liquids, and gases, learning how to describe their properties and group materials accordingly. Children will investigate unusual materials, such as toothpaste

and oobleck, to understand that not all substances fit neatly into one category. We will study how materials change state—melting, freezing, evaporation, and condensation—and link these changes to the water cycle, showing how water moves around our planet in different forms. Through practical experiments, children will plan and carry out fair tests. For example, they will investigate how water temperature affects ice melting and how temperature affects the rate of evaporation. They will learn to use thermometers and stopwatches accurately, record results systematically, and draw simple conclusions from their data.

History

How have children's lives changed? – We will be learning about how children's lives have changed from the Tudor period to the present day. We will explore what historical sources tell us about childhood, including why children became apprentices, what working conditions were like, and how poverty affected their lives. We will also study Victorian reforms led by people like Lord Shaftesbury, and see how leisure, health, and medical treatment have evolved over time. Through this, we will reflect on how laws and society have shaped young people's experiences, and consider what is historically significant about these changes.

Geography

Why are rainforests important to us? – We will be learning about tropical rainforests, focusing on the Amazon, its layers, and how plants and trees adapt to survive in this environment. We will explore who lives in the rainforest, including indigenous peoples, and how human activity is affecting this unique ecosystem. Through fieldwork in our local woodland, we will observe how it is used, collect and present data, and suggest ways it could be improved. We will also develop mapping skills, locate key physical features, and consider the importance of rainforests for people, wildlife, and the planet.

Art

Drawing – We will be learning how to create drawings that show depth, texture, and proportion. We will explore using light and dark tones to give a three-dimensional effect, combine lines and marks to show different textures, and compare the sizes of objects to draw them in proportion. We will also consider how to place elements carefully to create balanced compositions, and experiment with techniques such as collage and impasto to add texture. Across the unit, we will build confidence in representing what we see, developing our observational skills and creativity.

Design Technology

Textiles: Fastenings – The children will begin by evaluating a range of fastening types to identify their various features, benefits, and disadvantages. Using this knowledge, they will write their own design criteria to create a functional book sleeve for their reading diaries. Throughout the project, pupils will learn to create paper templates and mock-ups before moving on to preparing fabric and assembling their cases using a variety of stitches. By the end of the unit, students will have gained practical experience in product design and assembly, resulting in a personalised and secure book jacket.

Computing

Online Safety – In this unit, will be learning how to use technology safely and responsibly. We will explore how to search effectively across different platforms, recognise that not all online information is accurate, and distinguish between fact, opinion, and belief. Pupils will learn about online advertising, how companies try to influence us, and what bots are. We will also reflect on the positive and negative impacts of technology, and develop strategies for managing our time online safely and respectfully.

Physical Education

Fundamentals – We will be learning the fundamental movement skills needed for a range of physical activities. We will develop balance, agility, coordination, and control through activities such as running at different speeds, jumping, hopping, skipping, and changing direction. Pupils will also apply these skills in a variety of challenges, reflecting on their performance to identify successes and areas for improvement.

Music

The learning of the recorder is expanded throughout the year by accessing more well-known repertoire and also accessing the treble recorder for a term. This involves using a different fingering system and managing a much larger instrument. We explore musical genres such as classical music, opera, jazz, rock and roll, pop and musical theatre. Rhythmic group work and pitched percussion group work is at the core of our theme. Singing and exploring tunes using solfa now expand the pentatonic range. We continue to learn notation theory reading the treble clef.

Languages

Journey around Latin America – We will be learning about the Spanish-speaking countries of Latin America, locating them on maps and exploring the regions of Mexico, Central America, and South America. We will practise asking and answering questions in Spanish, such as ¿Adónde vas? (Where are you going?) and

¿Cómo vas? (How are you going?), using short sentences and accurate intonation. Pupils will learn vocabulary for different types of transport and the days of the week, and will use this knowledge to write a travel diary for Oscar the bear, describing where he is going each day and how he is travelling. We will also focus on speaking clearly and listening carefully, and using intonation to make our Spanish sound natural.

Relationship and Health Education

Personal Relationships – Personal relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.