Year 4 Curriculum Overview 2026-2027						
Gospel Value: The core value explored throughout the year is Humility						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Spiritual Education	**Lighting the Path**					
	Creation and Covenant Abraham's covenant – the foundation of the faiths - Judaism and Christianity The call of Abraham Abraham and Sarah Abraham and Isaac The virtues of faith, hope and love	**Prophecy and Promise** Advent Elijah's encounter with God The preaching of John the Baptist The ancestry of Jesus The Feast of Christ the King The Jesse Tree	**Galilee to Jerusalem** Jesus, the Messiah, the Christ (the anointed one) Casting out devils Jesus walks on water Jesus is God and human God's kingdom includes those who are excluded from society Sacrament of Reconciliation Sacrament of the Sick	**Desert to Garden** Works of Mercy, almsgiving during Lent The Lost Son The Judgement of Nations Holy Week Entry into Jerusalem Passover, Peter's denial foretold, the betrayal and arrest of Jesus Death and Resurrection	**To the Ends of the Earth** The empty tomb The appearance on the shore of Tiberius Peter's three denials and Jesus' three requests Apostles' Creed Mary, Queen of Heaven The Pope – the servant of servants	**Dialogue and Encounter** The life of St Paul The Road to Damascus The first letter to the Corinthians and links with theological virtues How Christians in the local area work for the common good Icons of the Coptic church
	New Year Mass Mary Mass **Stay and Pray the Rosary** **Prayers: Therese Prayer** **Nicene Creed**	**Remembrance/All Souls** **Advent Mass and Reflection**	**Share and Shine** **Ash Wednesday Liturgy** **Lenten Reflection** **Mass in Holy Week**		**Stay and Pray the Rosary**	**Mass: The Feast of St John Fisher** **Mass: Leavers**
Moral Education	***Activists for Christ-a response to Laudato Si* - Recognise right and wrong and respond to Moral Issues.**					
	How can we fundraise for people in our community? E-Safety week Black History Month	Assembly themes Anti-Bullying week Remembrance Reflection	Assembly themes Lent Fairtrade Assembly Charity day – Salford Royal Teaching morals through story		Refugee Week Forgiveness – RE Themes	
Social Education	***Catholic Social Teaching/ Activists for Christ in response to Laudato Si*** **Use a range of social skills; participate in the local community; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.**					
	School Council Elections Class Rules CAFOD Charity Day Laudato Si – Care for the Common Home Inter-Faith Week		Supporting charitable works – St Joseph's Penny Enterprise Fundraising Event for Local Hospice		Rochdale Children's Champion Elections Mission Together, Day of Many Colours Religious Education – World Faiths	
Cultural Education	***Yahweh God took the man and settled him in the garden of Eden to cultivate and take care of it. Genesis 2:15*** ***Develop understanding of Catholic Culture and Cultural Capital*-Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.**					
	World Poetry Day Black History Month Local Study	Interfaith Week Remembrance	World Book Day Epiphany Celebrations –Catholic Culture		Created to live in Community (RSE) Tatton Park – National Trust Visit	
RSE/PHSE Education	**Life to the Full**					
	Module 1: Created and Loved by God			**Module 2: Created to Love Others**		**Module 3: Created to Live in Community**
	Unit1 Religious Understanding	**Unit 2 Me, My Body, My Health**	**Unit 3 Emotional Well Being**	**Unit 4 Life Cycles**	**Unit 1 Religious Understanding**	**Unit 2 Personal Relationships**	**Unit 3 Life Online**	**Unit 4 Keeping Safe**	**Unit 1 Religious Understanding**	**Unit 2 Living in the Wider World**
	Get up! The Sacraments.	We Don't Have to Be the Same. Respecting our Bodies. What is Puberty? Changing Bodies.	What Am I Feeling? What Am I Looking At? I Am Thankful.	Life cycles A Time For Everything Big Changes, Little Changes.	Jesus, My Friend	Family, Friends and Others. When Things Feel Bad Balancing Needs	Sharing Online Chatting Online	Safe in My Body Recognising Risk Drugs, Alcohol and Tobacco First Aid Heroes Rights and Responsibilities	A Community of Love What is the Church?	How Do I Love Others? Working Together Money Matters

	Year 4 Curriculum Overview 2026-2027					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Maths	**Block 1 – Number:** Place Value **Block 2 – Number:** Addition & Subtraction	**Block 3 – Measurement:** Area **Block 4 – Number:** Multiplication & Division A	**Block 1 – Number:** Multiplication & Division B **Block 2 – Measurement:** Length & Perimeter **Block 3 – Number:** Fraction Equivalents, Add & Subtract Fractions	**Block 3 – Number:** Fraction Equivalents, Add & Subtract (continued) **Block 4 – Number:** Decimals A	**Block 1 – Number :** Decimals B **Block 2 – Measurement:** Money **Block 3 – Measurement:** Time	**Block 4 – Geometry:** Properties of Shape **Block 5 – Statistics:** Bar Charts & Line Charts **Block 6 – Geometry:** Position & Direction
	MAPs & Fluency • Counting on and back in 2s, 3s, 4s & 8s • Addition – number bonds to 10, 100 and 1000 (multiples of 10 & 100) • Doubles and halving up to 100 • Rounding – 2-, 3-and 4-digit numbers to the nearest 10, 100 and 1000	**MAPs & Fluency** • Counting on and back in 2s, 3s, 4s, 8s & 11s • Ordering 2 and 3-digit numbers using partitioning, counting on, rounding, double and adjust and number bonds	**MAPs & Fluency** • Counting on and back in 6s & 9s • Halving 3-digit multiples of 10 • Subtraction – counting on and back using a number line	**MAPs & Fluency** • Counting on and back in 6s & 9s • Halving odd numbers up to 20 • Halving odd numbers up to 20 • Decimals – knowing compliments to 1 in tenths • Fractions – combinations of fractions to equal 1 with and without the same denominators	**MAPs & Fluency** • Counting on and back in 7s & 12s • Addition & Subtraction – fact families • Addition & Subtraction – missing number problems and pyramids • Division – chunking 2- & 3-digit numbers • Fractions & Division – finding equivalents	**MAPs & Fluency** • Counting on and back in 7s & 12s • Multiplying three 1-digit numbers together • Recap on strategies for all 4 operations
	Times Tables Multiplication & Division Week 1 - TT Rockstars worksheets 5-day Week 2 – TT Rockstars iPad Practice Focus on 6's, 7's & 9's	**Times Tables** Multiplication & Division Week 1 - TT Rockstars worksheets 5-day Week 2 – TT Rockstars iPad Practice Focus on 6's, 7's & 9's	**Times Tables** Multiplication & Division Week 1 - TT Rockstars worksheets 5-day Week 2 – TT Rockstars iPad Practice Up to 12's	**Times Tables** Multiplication & Division Week 1 - TT Rockstars worksheets 5-day Week 2 – TT Rockstars iPad Practice Up to 12's	**Times Tables** Multiplication & Division Week 1 - TT Rockstars worksheets 5-day Week 2 – TT Rockstars iPad Practice Up to 12's	**Times Tables** Multiplication & Division Week 1 - TT Rockstars worksheets 5-day Week 2 – TT Rockstars iPad Practice Up to 12's
Science	**Group and classify living things** **Data Collection – A** Children will learn to: • 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. **States of matter** • Compare and group materials together, according to whether they are solids, liquids or gases.	**States of matter** Children will learn to: • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Sound** Children will learn to: • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.	**Electricity** Children will learn to: • Identify common appliances that run on electricity. • Construct a simple electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associates this with whether a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with good conductors. **Sustainability – Energy** • Know how we can reduce our energy use.	**Habitats** Children will learn to: • 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. **Sustainability – Deforestation** • Know what deforestation is.	**The Digestive System** Children will learn to: • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. **Food Chains** Children will learn to: • Construct and interpret a variety of food chains, identifying producers, predators and prey.
	Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather recording, classifying and presenting data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.					

Year 4 Curriculum Overview 2026-2027							
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**		**Summer 1**	**Summer 2**
	Greater Manchester	**Rainforests**	**Roman Invasion of Britain and Boudicca's Rebellion**	**What the Romans did for us**	**Careers Week See CRL above**	**Anglo Saxons**	**Vikings**
English	**Key Texts - Fiction:** The Primrose Railway Children – Jacqueline Wilson The Last Stop on Market Street –Matt de la Pena Bold Women in Black History – Rosa Parks – **biography**	**Key Texts - Fiction:** The Great Kapok Tree – Lynne Cherry The Explorer – Katherine Rundell	**Key Texts - Fiction:** Boudicca's Army – Hilary McKay	**Key Texts – Non-Fiction**: Across the Roman Wall – Theresa Breslin	Careers books	**Key Texts - Fiction:** Anglo Saxon Boy – Tony Bradman	**Key Texts - Fiction:** How to train your Dragon – Cressida Cowell Viking Boy- Tony Bradman
	Key Texts - Non-Fiction: Books linked to city life	**Key Texts - Non-Fiction:** Books about the rainforest	**Key Texts - Non-Fiction:** You wouldn't want to be a Roman Soldier-David Stewart	**Key Texts - Non-Fiction** What the Romans did for us – Alison Hawes	Careers books	**Key Texts - Non-Fiction:** Anglo Saxon Invasion of Britain	**Key Texts - Non-Fiction:** Viking Invasion of Britain
	Key Poems: This is the Place – Tony Wlash	**Key Poems:** Poem - Layers of the Rainforest	**Key Poems:** Boudicca, the Warrior Queen-Paul Perro	**Key Poems:** The Romans in Britain -Judith Nichols		**Key Poems:** The Anglo-Saxon World-Kevin Crossley	**Key Poems:** Kennings
	Spoken Language Focus: Poetry Performance	**Spoken Language:** Poetry Performance Debate with Year 3	**Spoken Language Focus:** Poetry Performance	**Spoken Language Focus:** Poetry Performance Debate with Year 3		**Spoken Language Focus:** Poetry Performance	**Spoken Language Focus:** Poetry Performance Debate with Year 3
	Fiction Writing: • Setting and Character descriptions linked to the class text • Narrative writing – **story build-up** plot point, linked to class text including dialogue to advance the action **Non-Fiction Writing:** • Children will write to **persuade** – moving to live near Manchester	**Fiction Writing** • Children will write **a setting description** of a rainforest using different fiction stories and video clips as stimulus **Non-Fiction Writing** • Children will write a **persuasive text** linked to the class text Christmas Writing Focus in RE -**Playscript**	**Fiction Writing:** • Children will write **a short narrative** – 1st person recount of battle (**historical narrative**) **Non-Fiction Writing** • Children will write a **report** about the Roman invasion of Britain	**Fiction Writing:** • Children will explore **playscripts** linked to topics/RE **Non-Fiction Writing** • Children will research and write a **non-chronological report** about some of the changes the Romans made in Britain Easter Writing Focus in RE		**Fiction Writing:** • **1st person diary/narrative** writing linked to class text • Children will explore poetry linked to topic **Non-Fiction Writing** • Children will write a **report** about the Anglo-Saxons	**Fiction Writing:** • **Longer narrative linked** to class text **Non-Fiction Writing:** • **Non-Chron report** about the Vikings
Career Related Learning Trips and Visitors	Children will take part in a CAFOD assembly and fundraising event. CAFOD representative in school.	Children will explore the skills and career of a climate scientist.	Children will understand that we can develop our skills as a designer during Art and Design lessons.	Children will develop Enterprise skills by designing, making and selling a product (for profit) – all proceeds to charity. During Careers Week, children will meet with professionals and interview them to find out about careers, skills and education.		Children will visit Tatton Park to find out about the Anglo-Saxon way of life. They will have an opportunity to ask about working for the National Trust and the skills and qualifications needed.	Children will watch inspirational videos spoken by athletes/Olympians, covering themes such as self-belief and resilience.

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	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**		**Summer 1**	**Summer 2**
Topics	**Greater Manchester**	**Rainforests**	**Roman Invasion of Britain and Boudicca's Rebellion**	**What the Romans did for us**	**Careers Week See CRL above**	**Anglo Saxons**	**Vikings**
History/ Geography	**Geography -** Children will learn to locate the capital cities and other large cities in the UK. Children will learn that the county of Manchester is made up of ten different boroughs. They will learn to use 4 ands 6 figure grid references to locate features of Greater Manchester. Children will explore how the landscape of the city has changed over the years.	**Geography -** Children will learn that climate is the average weather conditions in a certain place for the past 30 years and that different areas of the world have different climates. Children will explore where tropical rainforests are found and will learn that they have high temperatures and heavy rainfall throughout the year. Children will use their geographical skills to use the lines of longitude and latitude to locate rainforests in the world on maps and globes. Children will develop an understanding about the four main layers of the rainforest and that each layer experiences different levels of water, sun light and air circulation. Children will learn which animals live in the different layers of the rainforest, the consequences of deforestation and how we can help to stop deforestation. Children will learn about imports to the UK from the Amazon rainforest.	**History -** Children will develop an understanding that around 2000 years ago Britain was ruled by Iron Age people and that the Roman army was building an empire across Europe and wanted to conquer Britain. Children will learn that the Romans wanted precious metals such as gold, tin and iron and they also wanted cattle. Children will develop their deducting skills to identify the distinct characteristics of a Roman soldier and Roman battle formations. Children will investigate why Julius Caesar tried to conquer Britain but failed and that in AB43 Emperor Claudius arrived and began battles with any Celts that did not agree to obey Roman law. Children will use primary and secondary sources to learn about the main events in Queen Boudicca's rebellion.	**History -** Children will learn that the Romans built villas and baths and that the villas had mosaic floors. They will understand that the Romans built temples to worship their Gods and amphitheaters for entertainment. Children will use their deducting skills to find the evidence left behind on many Roman sites in Britain. Children will learn that the Romans built sewage systems and built paved, straight roads that stretched across the country to connect Roman towns. Children will understand that the Romans taught people how to read and write a language called Latin, that they introduced money to pay for things and also brought Christianity to Britain.		**History -**Children will learn that in AD 410, the Roman soldiers left Britain as the Roman Empire had become too big and lost control. They will use sources to learn about the Anglo Saxons and where they originated from. Children will explore how some Anglo Saxons came as warriors who fought against the Britons living in England. They will also learn that other Anglo Saxons come peacefully and moved because their farming land had flooded. Children will use sources to develop an understanding that most Anglo Saxons settled in the countryside and farmers, and they had astonishing skills and craftsmanship. Children will learn that the Anglo Saxons took over most of the Eastern parts of Britain and some Britons moved west which is now Wales and Cornwall.	**History -** Children will understand that many Vikings left Scandinavia and travelled by longboat to countries including Britain. Children will learn that the Vikings came to trade goods and took silver, silks, spices and jewellery back home. Children will use sources to explore how some Vikings were blood thirsty warriors and others came to settle as farmers. Children will learn about the fierce battles between the Vikings and Anglo- Saxons and that the Vikings raided monasteries like Lindisfarne, armed with swords against defenceless monks, stealing gold and jewels. Children will use sources to explore how King Alfred the Great defeated the Vikings but could not drive them out of Britain and how a peace agreement meant that lands to the west were Anglo Saxon lands and Viking lands to the East.
Art and Design	Children will learn about the lives and work of Manchester architects and artist Lowry taking inspiration to create their own artwork.	Children will learn about the work of Henri Rousseau and take inspiration from this artist to create their own rainforest artwork.				Children will learn the skills and techniques of weaving (linked to Anglo Saxon learning) to create their own pattern.	
Design and Technology			Children will use knowledge of existing products to design, make and evaluate a Mosaic tile coaster to sell during Enterprise week.	Design, make and evaluate a pizza, using cooking techniques.			Children will make and evaluate a Viking Long Ship (using a template), exploring how the product can be made stronger, stiffer and more stable. They will use techniques which require more accuracy to cut, shape, join and finish work.

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Computing	**Information Technology Data Handling** Children will learn how to understand the basics of online questionnaires. They will create a new Google Form and customise its appearance. Children will publish and share an online questionnaire.	**Computer Science Computational Thinking Networks** Children will learn about the concept of the Internet and how it operates. They will learn to distinguish between the Internet and the World Wide Web. Children will begin to understand how web pages are stored, requested, and transmitted on the Internet.	**Information Technology – Digital Art** Children will learn how to import images from the web and camera roll. They will learn how to plan and sketch a digital project. Children will create a new project in Adobe Spark Post.	**Computer Science Computational Thinking, Programming** Children will learn about micro:bit and MakeCode. They will learn to write basic algorithms. Children will learn to use simple selection in programs and use debugging and logical reasoning.	**Information Technology AR** Children will learn how to research digital imagery and use image sourcing. They will use voice recording tools and audio editing. Children will learn how to use digital storytelling using Keynote.	**Information Technology Video & Sound** Children will learn how to find images and use GarageBand basics. They will create a soundtrack in GarageBand. Children will export and integrate soundtracks into iMovie.
Digital Literacy	Online safety aspect of digital literacy is taught through RSE Through all subjects, including computing, children will learn how to manage online information as follows: • To know how to search technologies effectively. To know how to explain how search engines work and how results are selected and ranked. • To know how to demonstrate the strategies I would apply to be discerning in evaluating digital content. • To know how to describe how some online information can be opinion and can offer examples. • Copyright and Ownership: I know that if I create work it belongs to me. • I can name my work so that others know it belongs to me.					
Music	Ukulele: Use musical language to appraise a piece or style of music. Play and perform in solo or ensemble contexts with increasing confidence. Compose using tuned and untuned percussion and iPad apps Listening: March of the Toreadors- Bizet – BBC Ten Pieces Brazilian Samba - Fanfarra (Cabua-Le-Le) - Sérgio Mendes/Carlinhos Brown Singing: Stand by Me – Ben E. King (sing up)		Ukulele: Use musical language to appraise a piece or style of music. Play and perform in solo or ensemble contexts with increasing confidence. Compose using tuned and untuned percussion and iPad apps. Listening: William Tell Overture – Rossini Gladiator – Hans Zimmer Hound dog – Elvis Presley – Rock n Roll Singing: Just like a Roman (singup)		Develop an understanding of formal, written notation which includes minims and quavers. Listening: Hans Zimmer film music – BBC Ten pieces John Williams - film music Singing: Scottish Folk - Skye Boat Song – Alastair McDonald Rise by Jonas Blue (singup)	
PE	Football/Hockey and Cross Country	Gymnastics and Dance	Netball and Basketball	Tennis and Badminton	Rounders and Cricket	Athletics
	Children will be taught to: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.					
MFL	**Primary Language Network** Greetings, friends, numbers Calendars Rooms and objects inside a school The date in French	**Primary Language Network** My town, your town Commands, shops, asking and giving simple directions	**Primary Language Network** Family tree and faces Parts of the face, family members personal information and describing	**Primary Language Network** Face and body parts Movement commands Easter	**Primary Language Network** Feeling unwell, describing symptoms, talking to the doctor Jungle animals I don't feel well	**Primary Language Network** Weather phrases Instructions for a PE game
Big Questions	Why did God make you?	What are the different ways to pray and what does it really mean to pray?	Does following Jesus make you a better person?	Why did God give us all different skills/different things we find easier?	What is the beauty that God made?	Is it easy to believe in God?