



St Oswald's Catholic Primary School

Year 4 Spring Overview 2025-26

<u>Subject Area</u>	<u>Spring</u>	
R.E.	<p>Galilee to Jerusalem Year 4 RED (Religious Education Development) curriculum, "Galilee to Jerusalem," focuses on Jesus's public ministry, teaching pupils about his life, miracles (like healing the blind, raising Lazarus), parables (Sower, Prodigal Son), and teachings (Golden Rule, "I am" statements) to understand his mission and how his followers (disciples, saints like St. Francis) lived out God's love, encouraging personal reflection on faith and bringing light to their communities.</p>	<p>Desert to Garden Year 4 RED (Religious Education Directory) Branch 4, "Desert to Garden," focuses on Christian themes of forgiveness, mercy, new life, and service, linking Old Testament ideas (desert as trial/sin) to New Testament hope (garden as paradise/renewal, Lent/Easter). Key topics include the Prodigal Son, Holy Week, Jesus' trial, the Corporal Works of Mercy, and the meaning of Lent as selflessness and helping others, culminating in the Easter celebration of new life, using Catholic teaching to inspire compassion and connection to the Church.</p>
English	<p><u>Spring 1</u> Year 4 Unit C Ready Steady Write Arthur and the Golden Rope by Joe Todd-Stanton Writing Outcome 1: Myth Narrative Writing Outcome 2: Information Guide</p>	<p><u>Spring 2</u> Year 4 Unit D Ready Steady Write The Lost Happy Endings by Carol Ann Duffy Writing Outcome 1: Twisted Narrative Writing Outcome 2: Persuasive Letter</p>
Mathematics	<p><u>Spring 1</u> <u>Number- Multiplication and Division</u> Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout Divide 2-digit and 3-digit numbers by a 1-digit: Use place value, known and derived facts to multiply and divide</p>	<p><u>Spring 2</u> <u>Measurement – Time</u> Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days Read, write and convert time between analogue and digital 12- and 24-hour clocks <u>Number – Fractions</u></p>



	<p>mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p> <p><u>Measurement-Length and Perimeter</u></p> <p>Convert between different units of measure, estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Find the perimeter of regular and irregular polygons</p> <p>Solve simple perimeter and measure problems</p>	<p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators; Recognise and show, using diagrams, families of common equivalent fractions; Count up and down in hundredths; Reason about the location of mixed numbers in the linear number system.</p> <p>Convert mixed numbers to improper fractions and vice versa</p> <p>Add and subtract fractions with the same denominator</p> <p>Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p><u>Number - Decimals</u></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10; Recognise and write decimal equivalents of any number of tenths or hundredths; Compare numbers with the same number of decimal places up to 2 decimal places</p> <p>Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>
Science	<p><u>Sounds</u></p> <p>Big Question: How do we hear different sounds?</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>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.</p>	<p><u>Living things and their Habitats</u></p> <p>Big Question: What plants and animals live in our local environments?</p> <p>To recognise that living things can be grouped in a variety of ways.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things.</p>



Computing	<p>Can I use my knowledge of Scratch to create a game?</p> <p>Designing a game (4.3)</p> <p>6 Lessons</p> <p>Pupils use their knowledge of Scratch to create a Formula One style game.</p> <p><u>Internet Safety.</u></p> <p>Managing information online</p> <p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't</p>	<p>Can I create my own video including editing and special effects?</p> <p>Making a special effects movie -6 Lessons</p> <p>Pupils create their own videos and apply special effects to them.</p> <p><u>Internet Safety</u></p> <p>Self- and Identity</p> <p>I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p><u>SAFER INTERNET DAY</u></p> <p>Online Bullying</p> <p>I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>
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PE	<u>OAA</u> Accurately follow and give instructions. Confidently communicate ideas and listen to others. Identify key symbols on a map and use a key to help navigate around a grid. Plan and apply strategies to solve problems. Reflect on when and why you were successful at solving challenges. Work collaboratively and effectively with a partner and a small group.	<u>Athletics</u> Demonstrate the difference in sprinting and jogging techniques. Explain what happens to the body during warm up. Identify successes and how to improve. Jump for distance with balance and control. Throw with some accuracy and power to a target area. Show determination to improve my personal best and support and encourage others to work to their best.
Games	<u>Netball</u> Travel with a ball showing changes of speed and directions using feet and hands. Control and catch a ball and accurately pass, receive and shoot the ball whilst moving and under pressure. Move with a ball in opposed situations. Attacking and defending successfully through tactics. Explain what happens to the body during exercise and how this helps to make me healthy. Provide feedback using key terminology and understand what I need to do to improve.	<u>Cricket</u> Bowl a ball with some accuracy and consistency. Learn the rules of the game and begin to use them to play honestly and fairly. Communicate with teammates to apply simple tactics. Persevere when learning a new skill and provide feedback using key terminology. Strike a bowled ball after a bounce. Use overarm and underarm throwing, and catching skills with increasing accuracy. Share ideas and work with others to manage our game.
MFL	Where do the animals live? Animals and home environments - (animal habitats) -To be able to describe different habitats and some animals that live there. To know how to build simple sentences in the third person. To recognise and use the correct gender of nouns.	
RSHE	<u>Life to the Full</u> Lesson 1 - Journey in Love: God Loves Us in Our Differences (Physical)	



	<p>Lesson 2 - <u>Session 1: What Am I Feeling?</u> This session introduces emotions and feelings as complex and changeable things that we sometimes find difficult to understand or explain - especially when hormones are involved! Children will learn to examine their feelings, and try to understand them and what causes them. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy.</p> <p>Lesson 3 - Children's Mental Health Week</p> <p>Lesson 4 - <u>Session 2: What Am I Looking At?</u> Through activities and creative role play, this session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them.</p> <p>Lesson 5 - <u>Session 3: I Am Thankful.</u> In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may make us want to act inappropriately, and so they will learn how to build resilience in various ways, including choosing to be thankful.</p> <p>Lesson 6 - <u>Session 1: Life Cycles</u> In this session, pupils will explore the miraculous nature of human conception and birth. With the underpinning knowledge that we were handmade by God with our parents' help, children will go on a journey to discover how life is created in the womb.</p> <p><u>Additional PSHE elements</u>-Internet Safety Day, Chinese New Year, Blue for Bobby.</p>	
History	<p><u>Roman Britain</u> Big Question: What changed in Roman Britain?</p> <p>This unit focuses on the Roman invasion of Britannia and the fight with the ancient Britons (e.g., Celts). It studies the Rebellions: Caractacus, Boudicca. It explains the development of Roman towns in Britannia: Aquae Sulis Life on the frontier: Hadrian's Wall. It covers black Romans in Britain.</p>	<p><u>Christianity in three empires (300-600CE)</u> Big Question: How did rulers change Christianity?</p> <p>This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity.</p>



Geography	<u>Coastal processes and landforms</u> Big Question: How does the location of west Wales affect its coast? Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast.	<u>Tourism</u> Big Question: How do tourists interact with a place? Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g., visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. Geographical skills: Interpreting climate data.
Art	<u>Painting</u> Big Question: Can I create landscape art? Inspire Observe famous landscape paintings (Van Gogh 'Starry Night'/Monet 'Poppies'/L.S. Lowry 'Industrial Landscape, River Scene') Make commentary on the painting process in sketchbooks and how to use scale and proportion when making observations. Skill To experiment with creating mood, feeling, movement and areas of interest through texture. To explore colour mixing through printing, using two colour overlays. To use printing to represent the natural environment. Final Product To create a land or sky, natural or industrial landscape with paint. Must cover skills – drawing, colour, pattern, printing	



Design Technology	<u>Construction: Levers and linkages</u> Big Question: Can I design a pop-up product using levers and linkages? Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Children to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.
Music	<u>Glockenspiel 1/ 2</u> Big Question: How can we use musical patterns to create our own tunes? The children will recall and perform a variety of songs with expression on the glockenspiel from both memory and score, listen and comment on musical elements, understand the science behind a glockenspiel. Working through on practical skills from Glockenspiel 1 and 2 musical knowledge.