



St Oswald's Catholic Primary School

Year 4 Summer Overview 2026

Subject Area	Summer	
R.E.	To the ends of the earth This focuses on the early Church, following the Resurrection and Ascension. Pupils explore the Holy Spirit's coming, the Apostles' mission, and how the early Church's structures and liturgy define the modern apostolic Church.	Dialogue and encounter This focuses on fostering respect for other faiths and cultures, emphasizing loving one's neighbour. It explores the relationship between Catholicism and other religions/worldviews, teaching students to live peacefully with difference.
English	<u>Summer 1</u> <u>The Journey</u> "The Journey" is a high-quality, structured writing unit based on the picture book <i>The Journey</i> by Francesca Sanna. Designed to build emotional, vocabulary-rich narratives, this unit focuses on creating a refugee narrative. The unit follows the signature RSW four-part sequence: Immerse, Analyse, Plan, and Write.	<u>Summer 2</u> Manfish Manfish: A Story of Jacques Cousteau by Jennifer Berne is a Year 4 curriculum unit designed to teach writing through high-quality literature. It generally focuses on biography and narrative writing, aiming to develop both creative and technical writing skills.
Mathematics	<u>Number – Decimals</u> Count up and down in hundredths; Recognise and show, using diagrams, families of common equivalent fractions Recognise and write decimal equivalents of any number of tenths or hundredths Solve simple measure and money problems involving fractions and decimals to 2 decimal places	<u>Geometry – Shape and Position and Direction</u> Identify acute and obtuse angles and compare and order angles up to 2 right angles by size Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify lines of symmetry in 2-D shapes presented in different orientations



	<p>Compare numbers with the same number of decimal places up to 2 decimal places Round decimals with 1 decimal place to the nearest whole number Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Measurement – Money Estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>Complete a simple symmetric figure with respect to a specific line of symmetry Statistics Interpret and present discrete and continuous data using graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Position and Direction Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon</p>
Science	<p>Electricity Can we control electricity? Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.</p>	<p>History of Science How has science influenced History? State how early humans lived. Explain how science can help humans survive. Recall the ancient Egyptian, Greek and Roman civilisation. Explain how they responded to these challenges using science. Explain some issues they faced trying to introduce new knowledge. Suggest why they changed the way people think about the world.</p>
Computing	<p>DL Can I use a search engine safely and effectively? Smarter searching and Online Safety (4.5) 6 Lessons</p>	<p>Pixel Art Can I create art using a grid format? Pupils create a piece of pixel artwork using a grid format.</p>



	<p>Pupils to gain awareness of the best way to use a search engine and to continue to develop an awareness of online dangers.</p> <p>Online Reputation</p> <p>I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>Copyright and Ownership</p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>
PE	<p>Dance - Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>Fitness - Pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>
Games	<p>Tag Rugby – Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to</p>	<p>Football- Pupils will develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of</p>



	score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.
MFL	<p>What do I do in my spare time? Leisure - (sports & hobbies) -To produce sports. To ask and say which sports you play or do and produce days of the week. To produce sentences using different verbs and hobbies.</p>	<p>What's on the menu? Summer – (drinks & snacks) -To repeat, recognise and produce hot and cold drinks and snacks. Ask for an item of food or drink. Listen and recognise how much an item costs. Ask and say how much an item costs in euros. Create a menu of drinks and snacks including prices.</p>
RSHE	<p><i>A Journey in Love: God Loves Us in Our Differences</i> Section 3: Spiritual LI: to celebrate the uniqueness and innate beauty in each of us – What makes you unique? What are your special talents? How can we use our talents to help others?</p> <p><i>Life to the full: Created to love others: Keeping safe</i> Lesson 1 - M1U4 Session 2: A Time For Everything- this session discusses death and life after it. Framed within the Christian understanding of eternal life, this session helps pupils to consider and communicate about death in a direct yet gentle way, reflect compassionately on the complexities of grief and consider ways to support themselves and others. Lesson 2 - M3U1 Session 1: A Community of Love- At the heart of this session is a short film about Lucy and her family, who children have encountered before in KS1. After the film, children will apply Lucy's story to their developing understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities. Note that this session briefly discusses marriage and likens the love of a family to the love between the Holy Trinity.</p>	



	<p>Lesson 3 - M3U1 Session 2: What is the church? In this session, children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others. This session will also introduce the principles of Catholic Social Teaching.</p> <p>Lesson 4 - M3U2 Session 1: Reaching Out This session explores how we can put love into action in the communities we live in. Pupils will look at how the Church has grown out of God's love for us and how it can be an example and a means of loving and caring for others.</p>	
History	<p>Islamic civilisations (1) Arabia and early Islam Why did Islam spread so far and so fast? Arabia before Muhammad; Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p>	<p>Islamic civilisations (2) The Rise of Islam How did worlds come together in Cordoba? Depth focus: Cordoba - city of light The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</p>
Geography	<p>Earthquakes What are the pros and cons of living near a tectonic fault line? Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines Depth focus: California & the San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p>	<p>Deserts Why are deserts located where they are? Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert Geographical skills: Interpreting thematic maps and satellite photographs Why are deserts located where they are?</p>



Art	<p>Can I create a Gaudi inspired sculpture?</p> <p>Inspire Children to use sketchbooks to record observations on Antoni Gaudi Research Gaudi's influence on Barcelona (Park Guell/Sagrada Familia)</p> <p>Skill Take inspiration from Park Guell benches to create Gaudi-inspired mosaic patterns Take inspiration from Casa Batllo/Casa Mila to sketch buildings facades Final Product Use clay to create a 3D clay tile inspired by Gaudi colours and patterns.</p>
Design Technology	<p>Computer Programming</p> <p>Can I design and create a nightlight using a computer programme?</p> <p>Use a computer-programming app (Crumble) to create an electrical system for a nightlight. Children are to use simple circuits and switches including programming and controlling. Children to understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). Apply understanding of computing to program, monitor and control their products. Children to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
Music	<p>Lean on Me</p> <p>Can I Sing and Perform with Expression?</p> <p>The children will learn to sing the song "Lean on Me" and encouraged to use their voices expressively to explore conveying meaning through performance. They will use classroom instruments to perform and compose as well as listening and appraising other gospel-based songs.</p>