

CURRICULUM OVERVIEW

Sharing our learning



Y4 INFORMATION

- YEAR: 2025-26 • TERM: 4
- CONTACT: year4@st-johnfisher.org

Y4 TEACHING & LEARNING TEAM

- Mrs A Hambleton • Mrs C Raynes • Miss M MacInnes

Dear Parents and Carers,

Our fourth curriculum overview includes information about what children will learn this term. This is a key period as we prepare for the summer's forthcoming statutory and non-statutory assessments, which will include:

- **FS2** - a formal check on development and progress of children, from baseline, against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - multiplication tables screening and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

*for children who did not achieve the phonics standard in the Y1 national screening

Good attendance is especially important during this time, not only for learning but also for wellbeing. Missing school makes children anxious about falling behind and losing touch with friends. Whilst some absences are unavoidable, we are thankful when non-essential absences, e.g. term-time holidays, odd days off, or appointments that can be scheduled outside of school hours—are avoided.

This overview also includes key curriculum content including crucial knowledge and key vocabulary, along with tips for supporting learning at home. Please encourage your child to do the homework activities, which are designed to help them embed knowledge. If your child struggles, offer reassurance and ask them to do their best. If they continue to find it difficult, let us know via a note or email so the team can follow up.

Teaching and learning approaches evolve over time, and we are happy to answer any questions to help you support your child at home. Please contact us by phone or email if you need guidance—we are here to help.

Yours sincerely,

Headteacher

TERM 4 LEARNING VALUE: SELF BELIEF



Self-belief is about trusting your abilities, staying positive, and having the courage to tackle challenging goals. Children show self-belief by being determined, resilient, and confident that they can achieve their potential. The following words come to mind when we think of self-belief:

- courage
- determination
- positivity
- tenacity and focus
- faith
- confidence



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RE & CATHOLIC LIFE

The focus is 'Desert to Garden' Please click [here](#) for the RE overview that covers Terms 3 and 4. Our focus virtues are 'charity' and 'forgiveness'.

Lent 2026: Class Reflections

Lent begins on Ash Wednesday, which this year takes place during the school holiday. Please note that Monday 23rd February is an INSET day.

As usual, our Chaplains will help to organise Lenten class reflections which start on **Tuesday 24th February 2026** and will continue until **Thursday 26th March 2026**, except for Tuesday 10th and Wednesday 11th March 2026, because we will be having our pupil progress review meetings. Please book through the school office.



Monday	Tuesday	Wednesday	Thursday	Friday
Y1 Y2 Y3 Y4 Y5 Y6	FS2 Y3 Y4 Y5 Y6	FS2 Y1 Y2 Y5 Y6	FS2 Y1 Y2 Y3 Y4	No visitors

Monday	Tuesday	Wednesday	Thursday	Friday
Citizenship Statement of Belief Assembly <hr/> 'Virtues to Live By' Class Assemblies (Y2 to Y6)	'Virtues to Live By' FS2 Story Circle	Themed Assembly	Weekly Celebration of the Word <hr/> 'Virtues to Live By' Class Assembly (Y1)	Celebration Assembly <hr/> Chaplains' Celebrations

HOMEWORK

Homework, which is shared each Friday and expected back by the following Friday, will consist of:

- A mix of 'MyMaths' online homework (www.mymaths.co.uk) and supplementary Mathematics activities.
- Reading practice through 'Bug Club' to support ongoing literacy development.
- Times tables practice through regular logging in to 'Times Tables Rock Stars' to build fluency.
- Spellings to be learned for a weekly quiz; please support your child as there are new standards to meet.

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children will benefit from daily handwriting and spelling practice, alongside regular grammar and punctuation sessions tailored to their individual needs. We will also focus on specific writing targets, ensuring every child makes personal progress. This term, there is an added emphasis on incorporating descriptive language and precise punctuation to enhance the impact and clarity of their writing.

You can support your child's **learning at home** in the following ways:

- ✓ Continuing to practise weekly spellings to build confidence and accuracy in preparation for the Friday quiz.
- ✓ Looking at synonyms and antonyms to expand your child's vocabulary, while discussing their individual writing targets and practicing these skills at home.

Reciprocal Reading

All children have daily access to high-quality reading resources and participate in reciprocal reading sessions. These daily sessions are designed to boost reading confidence and enjoyment while explicitly developing key comprehension skills through group discussion. By taking on specific roles within their reading groups, children learn to predict, clarify, question and summarise, fostering a deeper understanding of a range of texts.



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The children will gain a range of **crucial knowledge**, so they are able to:

- ✓ Apply diagonal and horizontal strokes to effectively join all letters in a clear, cursive style.
- ✓ Use subordination - incorporating conjunctions such as **when, that, because, if, although, and as** - to construct and identify complex sentences.
- ✓ Construct **complex sentences** using adverbial phrases to provide additional detail in their writing.
- ✓ **Plan** and **draft** detailed narratives that consider character and setting, as well as non-narrative pieces featuring clear introductory and concluding paragraphs.
- ✓ **Edit** and **refine** their writing, to ensure the inclusion of complex sentences and the correct use of commas to separate subordinate and independent clauses.

You can support your child's **learning at home** in the following ways:

- ✓ Reading and enjoying a variety of different books together at home to foster a lifelong love of literature.
- ✓ Sharing questions about the different texts you enjoy together, specifically focusing on what happened (and why) to build deeper understanding.
- ✓ Predicting what might happen next in a story, encouraging your child to use clues from the plot/illustrations.

MATHEMATICS

The children will continue building an understanding of fractions and fluency when working with decimal numbers. They will also begin to study *time*, focusing on analogue and digital clocks. They will learn to calculate durations and solve *time* word problems, applying essential mathematical skills confidently in real-life situations.

The **Key words** we will be using are:

- ✓ analogue
- ✓ digital
- ✓ quarter past
- ✓ tenths
- ✓ hundredths
- ✓ equivalent
- ✓ decimal point
- ✓ quarter

The children will gain a range of **crucial knowledge**, so they are able to:

- ✓ **Round decimals** with one decimal place to the nearest whole number to estimate and simplify numerical values.
- ✓ **Identify place value** columns, specifically tenths, hundredths, and thousandths, to understand the structure of decimal numbers.
- ✓ **Compare and order decimals** with the same number of decimal places to determine relative size and sequence.
- ✓ **Recognise decimal equivalents** for common fractions, including those with denominators of 10 and 100, as well as $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

You can support your child's **learning at home** in the following ways:

- ✓ Practising times tables and their related division facts daily to improve speed and mathematical fluency.
- ✓ Looking for decimal numbers in real-world contexts e.g. **identifying prices and calculating change when shopping**.
- ✓ Helping your child to tell the time on both digital and analogue clocks, encouraging them to calculate how much time is left before an event.

GEOGRAPHY

The children will explore the impact of climate on both the human and physical geography of various regions, observing how it shapes the lives of those living there. They will learn how the world is divided into key sectors, e.g. including the **Northern and Southern Hemispheres, lines of longitude and latitude, and the Tropics**. These geographical markers will help the children locate places. They will investigate weather patterns across different climate zones.

The **Key words** we will be using are:

- ✓ climate
- ✓ Tropics of Cancer and Capricorn
- ✓ Greenwich Meridian
- ✓ longitude
- ✓ latitude



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The children will gain a range of **crucial knowledge** so they know:

- ✓ The position of the Equator and the distinct characteristics of the Northern and Southern Hemispheres.
- ✓ The location of the Tropics of Cancer and Capricorn, as well as the Arctic and Antarctic Circles.
- ✓ The significance of the Prime Meridian (**Greenwich Meridian**) and how it dictates global time zones, including the cycles of day and night.

You can support your child's **learning at home** in the following ways:

- ✓ Discussing various weather patterns experienced at home and abroad to build an understanding of different climates in different places.
- ✓ Looking at an atlas together to identify the longitude and latitude coordinates of different countries.
- ✓ Discussing the impact of climate change on the UK and places overseas to foster environmental awareness.

PE

The children will focus on key elements from our "REAL PE" programme as well as develop skills in hockey. Our REAL PE framework emphasises personal and social skills, e.g. **cooperation and perseverance**, whilst our hockey sessions will focus on technical physical markers, including stick handling, spatial awareness, and team tactics.

The **Key words** we will be using are:

- ✓ balance
- ✓ control
- ✓ movement
- ✓ paired
- ✓ single
- ✓ dribble
- ✓ push pass
- ✓ tackle
- ✓ defence
- ✓ attack

You can support your child's **learning at home** in the following ways:

- ✓ Discussing and recapping what your child has been learning in their PE lessons to reinforce the social and cognitive skills developed through the REAL PE programme.
- ✓ Practising specific physical skills with your child, such as balance, coordination, or basic hockey stick handling, to build their confidence and agility.

SCIENCE

As part of their focus on electricity, the children will investigate the properties of various materials to determine which are *conductors* and *insulators*. Through hands-on experimentation, they will construct and test series circuits using a range of components. Applying new knowledge, the children will design/build functional alarm systems to protect a model house, integrating scientific understanding with practical engineering skills.

The **Key words** we will be using are:

- ✓ circuits
- ✓ positive charges
- ✓ negative charges
- ✓ symbols
- ✓ components

The children will gain a range of **crucial knowledge**:

- ✓ The construction of simple series circuits and the identification of essential components, including cells, wires, bulbs, switches, and buzzers.
- ✓ The recognition that a closed switch completes a circuit, allowing electricity to flow and enabling the various components to function correctly.

You can support your child's **learning at home** in the following ways:

- ✓ Investigating which appliances use electricity at home and listing them.

MUSIC

The children will explore Aaron Copland's **Fanfare for the Common Man** to understand how music can create drama and atmosphere. They will identify key musical features and structures, then use these ideas to compose their own music by improvising simple fanfare melodies using a three-note range and experimenting with repeated rhythmic patterns.



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The **Key words** we will be using are:

- ✓ duration **long and short sounds**
- ✓ dynamics **contrasting sounds**
- ✓ pitch
- ✓ texture **unison, homophonic**
- ✓ timbre **brass instruments, percussion**

You can support your child's **learning at home** in the following ways:

- ✓ Listening to the piece together ([click here](#)), sharing thoughts on what you like and feel when you hear it.
- ✓ Listening to different styles of music together and identifying how various instruments and rhythms create a specific dramatic effect and atmosphere.

FRENCH

The children will build on their knowledge of facial features by learning to name and describe different body parts, including arms, legs and feet. Using their own 'alien' characters as inspiration, they will develop accurate descriptions in the target language, combining plural nouns and adjectives to create clever character profiles.

The **Key words** we will be using are:

- | | | | |
|----------------------------|------------------------------------|-------------------------------|-------------------------|
| ✓ la tete the head | ✓ la jambe the leg | ✓ les genoux the knees | ✓ touche touch |
| ✓ l'épaule shoulder | ✓ le bras the arm | ✓ les pieds the feet | ✓ levez lift |
| ✓ le genou the knee | ✓ la main the hand | ✓ les bras the arms | ✓ tournez turn |
| ✓ le pied the foot | ✓ le corps the body | ✓ bougez move | ✓ étirez stretch |
| ✓ un oeil an eye | ✓ les épaules the shoulders | ✓ relaxez relax | |

You can support your child's **learning at home** by asking your child to identify and describe different parts of the face and other parts of the body in their target language to build confidence and vocabulary recall.

ART

The children will further develop their weaving skills, using landscapes as inspiration for their designs. They will explore a range of materials, considering how different textures and thicknesses affect the final outcome. Using weaving boards, they will learn the techniques needed to create their own fabric, combining threads and fibres to represent the colours and features of a landscape.

The **Key words** we will be using are:

- ✓ weaving
- ✓ loom
- ✓ fabric
- ✓ wool
- ✓ yarn

The children will gain a range of **crucial knowledge**:

- ✓ The identification of different landscape elements, such as the foreground, middle ground, and background, to create a sense of depth in their woven work.
- ✓ The selection of appropriate fibres and textures to represent specific physical features, such as using rougher wools for earth and smoother ribbons for water.
- ✓ The application of creative colour blending to mimic the natural shifts in light and shade found within a landscape environment.

You can support your child's **learning at home** in the following ways:

- ✓ Discussing how different materials can be used in weaving to create different effects.
- ✓ Practising weaving techniques at home, e.g. by using simple household items like cardboard or twigs as a frame.

COMPUTING

This term, the children will develop their programming skills by creating and debugging their own original code. They will use logical reasoning to predict the behaviour of a program before it runs, identifying potential errors and systematically testing solutions to fix them. This process will help them understand the fundamental principles of algorithms and the importance of precise instructions in digital technology.



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The **Key words** we will be using are:

- ✓ debugging
- ✓ programs
- ✓ commands
- ✓ algorithms

You can support your child's **learning at home** in the following ways:

- ✓ Using "Scratch" to try coding at home, as it is a free, web-based platform that is easily accessible via Google and provides a fun, creative way to practice programming.

PSHCE

The children will explore their personal responsibility in caring for the environment, learning how individual actions can contribute to global sustainability. They will also consider the physical and emotional changes that occur from childhood to adulthood, developing an understanding of growth and maturity in a supportive and respectful setting.

The **Key words** we will be using are:

- ✓ caring
- ✓ responsibility
- ✓ global
- ✓ support
- ✓ puberty
- ✓ growing
- ✓ changes
- ✓ hormones

You can support your child's **learning at home** in the following ways:

- ✓ Researching together and discussing topical issues, such as climate change, water shortages, and wildfires, to help your child understand the real-world impact of environmental changes.

