

St. Thomas More Catholic Primary School  
Curriculum framework overview – Year 4: 2025/2026

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	7 weeks	6 weeks	5 weeks	6 weeks	6 weeks	7 weeks
RE 'To know You more clearly'	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Dessert to Garden	To the ends of the Earth	Dialogue and Encounter
School theme	'Lights, camera, action!'		'Step back in time'		'Colourful Cultures'	
Topic focus	Musicals		Vikings		South America and Mexico	
English	Descriptive Writing – The Lion King SS Persuasive Writing Letter- Mary Poppins	Poetry – Kennings Instructions – How to make a Christmas biscuit O2W – moral tale	Legends – adventure story HTTYD SS O2W – legend Non-chronological reports – Vikings	Creative Writing Balanced argument Poetry- Tetractys	Fantasy story- Coco SS Persuasive leaflet – South America Creative Writing	SS – Wonka SS Creative Writing Newspaper – Chocolate comes to England! Poetry – Free verse
Key texts		Aesop's Fables	How to Train your Dragon		Charlie and the Chocolate Factory	
Mathematics	Place Value Addition & Subtraction Multiplication & Division A		Multiplication & Division B Length & Perimeter Fractions Area		Decimals Money Time Shape Statistics Position and Direction	
Science	<b>Solids, liquids, gases</b> -Compare and group materials together, according to whether they are solids, liquids or gases. -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 (°C). -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. -Working scientifically skills	<b>Sound</b> -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.	<b>Electricity</b> -Identify common appliances that run on electricity. -Construct a simple series electrical circuit, identify and naming its basic parts, including cells, wires, bulbs, switches and buzzers. -Identify whether or not a lamp will light in a series circuit, based on whether or not the lamp is part of a complete loop with a battery. -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. -Recognise some common conductors and insulators, and associate metals with being good conductors. -Working scientifically skills		<b>Digestive system</b> <b>Teeth</b> <b>Food chains</b> -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. -Construct and interpret a variety of food chains, identifying producers, predators and prey. -Working scientifically skills	<b>Living things</b> -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 and have an impact on living things. -Working scientifically skills

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Computing	Computing Systems and Networks – The Internet Creating Media – Audio Editing Computer Safety – throughout and HMW1	Creating Media – Photo Editing Data and Information – Data Logging Computer Safety – throughout and HMW2	Programming A – Repetition in Shapes Programming B – Repetition in Games Computer Safety – throughout and HMW3	
Geography	<p><b>Human &amp; Physical Geography</b></p> <p><b>-Earthquakes and volcanoes:</b> Plate tectonics Relate knowledge of plate tectonics to understanding of rocks and fossils investigate how the worlds continents have changed in appearance since the creation of the earth The Pacific Ring of Fire: Investigate the location of some of the Pacific Ring of Fire's most explosive volcanoes Explain the differences between magma and lava Understand the differences between active, dormant and extinct volcanoes Explain how volcanoes are formed Impact: Compare and contrast the geographical location of mountainous areas with extinct volcanoes and areas with active volcanoes Compare and contrast the impact of a volcanic eruption and an earthquake</p> <p><b>Disciplines:</b> Describe key aspects of physical geography, including: rivers, mountains, earthquakes and volcanoes. Use maps, atlases, globes and digital mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of a location Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><b>Human &amp; Physical Geography</b></p> <p><b>Erosion and deposition:</b> Rivers: Recognise the stages of a river identify patterns between rivers and erosion identify similarities and differences in erosion and deposition Coasts: recognise how waves erode coasts identify patterns between erosion rates at coasts and weather compare erosion and deposition in coasts and rivers Management Explain why erosion is more prevalent at the Holderness coastline than any other area in Europe Organise new information about sea defences Explain why some defences are used even though they may not look attractive Compare and contrast different sea defences</p> <p><b>Disciplines:</b> Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries.</p>	<p><b>Locational Geography</b></p> <p><b>South America:</b> Population: interpret population data Classify areas of South America Summarise information about population diversity Rivers: Compare and contrast the locations into which the Amazon and Volga rivers discharge compare and contrast the physical features of the Parana and the Volga river basins Mountains: Explain why geographers use certain map types when navigating. Give an overview of geographical distribution of mountain ranges in South America. Compare and contrast the physical features of cities in South America.</p> <p><b>Disciplines:</b> Name and locate the countries of South America and identify their main human and physical features. Explain own views about locations, giving reasons Settlements and land use Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and wider world Ask and answer questions about the physical and human characteristics of a location</p>	
History		<p><b>The Vikings</b></p> <p>The Viking from the Kingdom of England to the time of Edward the Confessor Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed.</p>	<p><b>Mayan Civilisation</b></p> <p>AD 900: Mayan civilization Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed.</p>	

			<p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the from the past affect/influence life today.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
<p style="text-align: center;"><b>Art</b></p>	<p style="text-align: center;"><b>The Lion King-Animals from the Savannah</b></p> <p>Research and describe some of the key ideas, techniques and working practices of <b>Paul Caulfield</b> and learn about his artwork and techniques</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"> <li>Use shading to add interesting effects to drawings, using different grades of pencils.</li> <li>Draw with a range of different drawing mediums including oil pastels.</li> <li>Use shading to show shadows and reflections.</li> <li>Select appropriate drawing pencil grades for purpose.</li> </ul>	<p style="text-align: center;"><b>Vikings</b></p> <p>Research and describe some of the key ideas, techniques and working practices of <b>Georgia O’Keeffe &amp; Henry Rousseau</b> and learn about their artwork and techniques</p> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"> <li>Create colours by mixing to represent images in the natural and man-made world.</li> <li>Combine colours and create tints, tone and shades to reflect the purpose of the work</li> <li>Mix and match colours to objects in the natural or man-made forms</li> <li>Observe colours on hands and faces - mix a range of flesh colours</li> </ul> <p style="text-align: center;"><b>Sculpture</b></p> <p>Research and describe some of the key ideas, techniques and working practices of <b>Li Hongbo &amp; Brian Dettmer</b> and learn about their artwork and techniques</p> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"> <li>Shape, form, model and construct sculptures from paper</li> </ul>	<p style="text-align: center;"><b>Printing on fabric</b></p> <p>Print on fabrics using tie-dyes or batik.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p> <p><b>Disciplines:</b></p> <p>Use shading to add interesting effects to drawing, using different grades of pencil</p> <p>Draw with a range of different drawing mediums including oil pastels</p> <p>Select appropriate drawing pencil grades for purpose</p> <ul style="list-style-type: none"> <li></li> </ul>	



	<ul style="list-style-type: none"> <li>-Improve a sense of rhythm, co-ordination, group work and fitness</li> <li>-Emphasise and use various body movements (graceful, expressive and fitting to the music)</li> <li>-Demonstrate and refine own movements</li> <li>-Share ideas</li> <li>-Perform in small groups and critique</li> </ul>	<ul style="list-style-type: none"> <li>-I can catch with increased consistency</li> <li>-communicate with teammates to apply simple tactics</li> <li>-provide feedback using key terminology and understand what I need to do to improve</li> <li>-return to the ready position to defend myself</li> <li>-throw with some accuracy at a target</li> <li>-share ideas and work with others to manage our game</li> <li>-understand the rules of the game and apply them honestly</li> </ul>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>I can perform safe self-rescue in different water-based situations</p> <p><b>Healthy living:</b></p> <ul style="list-style-type: none"> <li>-Begin to work out the amount of exercise needed to burn off food by using up calories</li> </ul>	<ul style="list-style-type: none"> <li>I can delay an opponent and help to prevent the other team from scoring.</li> <li>I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can use simple tactics to help my team score or gain possession.</li> <li>I share ideas and work with others to manage our game.</li> <li>I understand the rules of the game and I can use them often and honestly.</li> </ul>	<ul style="list-style-type: none"> <li>-depend on one and know when to win the ball</li> <li>-explain what happens to my body when I exercise and how this helps to make me healthy</li> <li>-move to space to help my team to keep possession and score goals</li> <li>-pass, receive and shoot the ball with increasing control</li> <li>-provide feedback using the terminology and understanding what I need to do to improve</li> <li>-use simple tactics to help my team score or gain possession</li> <li>-share ideas and work with others to manage our game</li> <li>-understand the rules of the game and apply them honestly</li> </ul>	<ul style="list-style-type: none"> <li>I am able to bowl a ball with some accuracy, and consistency.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can communicate with my teammates to apply simple tactics.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</li> <li>I can use overarm and underarm throwing and catching skills with increasing accuracy.</li> <li>I share ideas and work with others to manage our game.</li> </ul>
<p>PSHE and Citizenship</p> <p>Ten: Ten</p>	<p>Module 1: Created and loved by God</p> <p>Unit 3</p>	<p>Module 1: Created and loved by God</p> <p>Unit 4</p>	<p>Module 2: Created to love others.</p> <p>Unit 3</p>	<p>Module 2: Created to love others.</p> <p>Unit 4</p>	<p>Module 3: Created to live in community</p>	<p>Module 3: Created to live in community</p>
<p>MFL</p>	<p><b>Phonetics 1-2 (X)</b></p> <ul style="list-style-type: none"> <li>-In this lesson we look at the phonemes: CH, J, Ñ, LL, RR</li> <li>-In this lesson we look at the phonemes: CA, CE, CI, CO, CU</li> </ul> <p><b>Seasons (E)</b></p> <ul style="list-style-type: none"> <li>-Name, recognise and remember all four seasons in Spanish</li> <li>-Say what our favourite season is in Spanish</li> <li>-Say why it is our favourite season in Spanish</li> <li>-Start to recognise and use the conjunction 'y' (and) in our spoken and written responses.</li> </ul>	<p><b>Vegetables (E)</b></p> <ul style="list-style-type: none"> <li>-First five vegetables introduced</li> <li>-Next five vegetables</li> <li>-Adding a weight to our vegetable phrases</li> <li>-Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences</li> <li>-Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity</li> <li>-End of unit assessments</li> </ul>	<p><b>Presenting Myself (I)</b></p> <ul style="list-style-type: none"> <li>-Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked.</li> <li>-Ask somebody their name in Spanish and reply when asked.</li> <li>-Recall numbers 1-20 in Spanish.</li> <li>-Ask somebody how old they are in Spanish and reply when asked.</li> <li>-Ask somebody where they live in Spanish and reply when asked.</li> <li>-Express our nationalities in Spanish and understand basic gender agreement rules.</li> </ul>	<p><b>My Family (I)</b></p> <ul style="list-style-type: none"> <li>-Remember the nouns with their articles/determiners for different family members in Spanish from memory. - Describe our own or a fictitious family in Spanish by name, age and relationship.</li> <li>-Learn numbers up to 100 in Spanish.</li> <li>-Understand possessive adjectives better in Spanish ('my' form only).</li> </ul>	<p><b>In the classroom (I)</b></p> <ul style="list-style-type: none"> <li>-Recall from memory a selection of nouns and indefinite articles for common classroom objects.</li> <li>-Learn how to use the negative in Spanish.</li> <li>-Describe what we have and do not have in our pencil case.</li> <li>-Respond to simple classroom commands.</li> </ul>	<p><b>At the Tea Room (Fr) At the Café (Sp) At the Restaurant (II) (I)</b></p> <ul style="list-style-type: none"> <li>-Recall from memory a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks in a typical Spanish cafeteria, improving our cultural knowledge of Spain.</li> <li>-Understand better how to make nouns plural in Spanish.</li> <li>-Improve our knowledge of Spanish currency.</li> <li>-Order in Spanish what we would like to eat and drink in a role-play</li> </ul>

Enrichment	NSPCC Personal Safety	Christmas Production 'Musicals' Celebration	British Science Week	Science week Road Safety Internet safety 'Viking' Celebration	Residential – May Story telling day	Diversity week First aid 'Mayan' Celebration Cadbury World School Trip
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