



Religious Education

St. Mary's Catholic Primary School, Chiswick Year 4 – Mrs Baker and Miss Bryant Spring Term 2026

Jesus the Teacher:

Knowledge:

The children will know that Jesus was born a Jew and hear the story of the presentation of Jesus in the Temple. They will come to understand that Jesus attended synagogue as a child and as an adult read the Torah. They will learn that Jesus travelled about teaching people and that he used parables to teach people. They will become familiar with and understand some of the parables Jesus told and know that Jesus came to show us the way to live.

Skills:

- Appreciate the relevance of the parables for us today
- Recognise that Lent is an opportunity for us to change our behaviour and lives.

Jesus the Saviour:

Knowledge:

The children will come to know that Jesus is truly God and, as man truly human. They will learn that Jesus came to share our life so that we can share his life and that when Jesus died on the cross, he took away our sins. They will become familiar with what happened in Holy Week and on Easter Sunday.

Skills:

- Reflect on how we can share in the life of Jesus
- Appreciate that Jesus is truly God and, as a man truly human
- Take part in some of the Holy Week services
- Reflect on the importance of the Resurrection for us
- Participate in a dramatisation of the passion, death & resurrection of Jesus.

Living & Learning, Inspired by our faith

How you can help...

Reading

- Please make sure your child reads every night for at least fifteen minutes and that the adult who listens to them signs their reading record. Each child will be given a reading day and will be expected to bring in their book on that day. They will also be given the opportunity to change their book once they have read.
- Please use the bookband guide which is in your child's Reading Record to support your child with reading at home.
- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.
- Help your child to incorporate new vocabulary in their writing and spoken language.
- Continue talking to your child and questioning him/her about what they are reading to ensure they fully understand the text they are reading.
- Please try to monitor their reading habits, to ensure they are reading a range of authors and genres. Exposing them to different styles of writing will improve their own writing.

<p>PSHE/RSE</p>	<p>PSHE and RSE: <u>Knowledge:</u> In Created to Love Others, children will explore the individual's relationship with others. Building on the understanding that we have been created out of love and for love, the children will explore how we take this calling into our family, friendships and relationships. The children will learn strategies for developing healthy relationships and keep safe.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Know that emotions change as they grow up (including hormonal effects) - Understand the range and intensity of feelings more deeply, that 'feelings' alone are not good guides for actions - Understand that feelings are neither good or bad, but information about what we are experiencing that help us consider how to act - Know what emotional well-being means and that positive actions help emotional well-being - Know that God loves, embraces, guides, forgives and reconciles us with him and one another - Know the importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness - Know that relationships take time and effort to sustain - Understand that we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. 	<ul style="list-style-type: none"> • Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers. <p>Some questions which could be asked:</p> <ul style="list-style-type: none"> • Can you find the word/phrase which shows that the character is unhappy/disappointed/ecstatic/pleased? • Which word means the same as...? • In your own words, explain what the writer means when he says... • Why has the author written in this way? • What is the poem/information text trying to tell you? • Why has the author used this word?
<p>Reading</p>	<p><u>Our core text for the Spring Term is:</u> The Iron Man by Ted Hughes: A mysterious giant metal man arrives in the countryside, frightening villagers by eating their tractors and cars. But when a monstrous alien from outer space threatens to destroy Earth, the misunderstood Iron Man, befriended by a brave young boy, becomes humanity's only hope for survival in this classic tale of friendship, courage, and peace.</p> <p>Please do not read this book with your child, we will be learning about inference and prediction which the children cannot do if they have already read the book.</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Complete the English homework each week. Ask your child to write the required number of spelling sentences. • Ensure your child focuses on forming lower-case letters using Kinetic Letters handwriting when completing their homework. The children should be using the style of handwriting which we have been teaching in school. Examples of the Kinetic Handwriting

	<p><u>Knowledge:</u></p> <p>This will teach about plot, character development and emotional response to themes and events in narrative fiction. We will also be continuing to work on our comprehension skills exploring questions of retrieval, inference, vocabulary, summarising, making links, effects of language, prediction and comparison.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -To identify themes and conventions -To ask questions to improve understanding of the text -To explore how an author uses language to create empathy for an issue -To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives -To show understanding through intonation, tone, volume and action -To discuss words and phrases that capture the readers' interest and imagination -To draw inferences about a character's feelings, thoughts, emotions and actions -To draw inferences and justify influences with evidence -To identify how language and structure contribute to meaning. 	<p>scheme we use can be found on our class page on the website.</p> <ul style="list-style-type: none"> • Challenge your child to use their new vocabulary from books in a sentence. • Allow your child to make errors in their work, encourage them to identify and edit these errors where necessary. • Read through their work together and try to pick out a sentence or phrase that can be improved. • Encourage your child to include conjunctions in their sentences to create more detailed pieces of writing: because, although, until, since. • Encourage children to use a dictionary to check over spellings, particularly those which have been sent home as homework. • Encourage your children to edit their work before handing it in. The same level of quality and presentation is expected of homework as school work. • Children can jot down any interesting words or phrases, in their diary that they come across whilst reading to use later in their own writing – this is key to widening their vocabulary.
<p>Writing</p>	<p><u>Knowledge:</u></p> <p>We will be using The Iron Man to develop and embed the skills below. The narrative of Iron Man is carefully crafted and offers young readers a good model for their own narrative and non-fiction writing. The children will continue to broaden their understanding of language and build varied vocabulary. They will write non-fiction texts based on fictional experiences and newspaper reports based on the narrative.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -To plan writing by discussing writing similar to that which they are planning to write, learning from structure, vocabulary and grammar -To draft and write by composing and rehearsing sentences orally -In narrative to create settings, characters and plot -To develop creative and imaginative writing by adopting, creating and sustaining a range of roles -To draft and write by organising paragraphs around a theme 	<p><u>Spelling, Punctuation and Grammar</u></p> <ul style="list-style-type: none"> • When reading, identify proper nouns, adverbs, fronted adverbials, verbs and connectives in a paragraph. Ensure children know the meaning of these when identifying them.

<p>Handwriting</p>	<p>-To use simple organisational devices in non-narrative writing -To write for different purposes including about fictional personal experiences -To assess the effectiveness of their own and other's writing and suggest improvements -To proof-read for spelling and punctuation errors.</p> <p><u>Kinetic Letters</u> The children will continue to work on joining their writing using Kinetic Letters techniques. They will be taught that all letters are not joined and understand that by joining, the speed and legibility of their writing may change in the first instance. They will be taught to use joins in their handwriting lessons and be encouraged to join their independent writing at school and for homework.</p>	<ul style="list-style-type: none"> • Encourage your child to look over their work to check for capital letters and missing punctuation. Identify areas which your child could improve. • Look over words which have been sent as spellings. Discuss ways in which your child can remember the spelling. • Identify patterns in spellings to help children remember when being tested.
<p>Spelling Punctuation and Grammar</p>	<p><u>Knowledge:</u> Children will continue to develop their knowledge of different spelling rules as well as implement, practise and review different punctuation and grammar aspects in their writing independently.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Continue to learn the Year 3+4 Common Exception Words - Use inverted commas to indicate direct speech - Use apostrophes to mark plural possession - Use commas after fronted adverbials - Use conjunctions, adverbs and prepositions to express time and cause - Use noun phrases - Create expanded noun phrases - Use suffixes /u/ sounds -ous endings mis-, dis- un-, in- prefixes ough, shun words il-, im-, ir prefixes anti-, auto-, inter-, re-, sub prefixes 	<p><u>Maths</u></p> <ul style="list-style-type: none"> • Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer • Encourage them to persevere, and show their working out at all times • Please speak to your child and encourage them to tell me of any concerns or misconceptions they may have in maths • Practise the fast recall of the times tables, not always in order • Work on memorising multiplication and corresponding division facts • Practice dividing food items into fractions. Use these to explore equivalent fractions
<p>Mathematics</p>	<p><u>Knowledge:</u> This term the children will complete units on Multiplication and Division, Length and Perimeter, Fractions and Decimals.</p>	<ul style="list-style-type: none"> • Continue to work on telling the time on an analogue clock or watch

Multiplication and Division:Skills:

- Recognise and use factor pairs
- Multiply and divide by 10 and 100
- Know related facts in multiplication and division
- Know informal written methods for multiplication.
- Multiply and divide 2 and 3-digit numbers by a 1-digit number
- Solve correspondence problems
- Know efficient multiplication.

Length and Perimeter:Skills:

- Measure in kilometres and metres
- Find equivalent lengths between kilometres and metres
- Find perimeter on a grid and of a rectangle
- Find and calculate perimeter of rectilinear shapes and find missing lengths in rectilinear shapes
- Find perimeter of regular and irregular polygons

Fractions:Skills:

- Understand the whole
- Count beyond 1
- Partition a mixed number
- Use number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert improper fractions to mixed number and mixed number to improper fractions
- Find equivalent fractions on a number line and within fraction families
- Add or subtract two or more fractions
- Add fractions with mixed numbers
- Subtract from whole amounts and mixed numbers.

- Practice the weekly mental arithmetic task that has been set each week. Please work on the half termly KIRF's (Key Instant Recall Facts) which will be found on the Year 4 page of the website.

Dates for the Diary:

Term begins – Tuesday 6th January – 8.45am

Year 4 Athletics Event – Wednesday 21st January

Virtual Author Event- Ben Davis – Friday 30th January

Year 4 Class Trip to Gunnersbury Park Museum – Wednesday 4th February

Children's Mental Health Awareness Week – week beginning Monday 9th February

Author Visit in school – Eve Wersocki-Morris – Friday 13th February - am

Half Term – Monday 16th -Friday 20th February

Safer Internet Day – Tuesday 10th February

	<p>Decimals: <u>Skills:</u> -Recognise tenths as fractions, decimals, on a place value chart and number line -Recognise hundredths as fractions, decimals and on a place value chart -Divide 1 and 2-digits by 10 and 100.</p>	<p>Other Faiths' Week – Hinduism – week beginning Monday 23rd February</p> <p>School Photos – Friday 27th February</p> <p>Book Week – week beginning Monday 2nd March</p>
<p>Science</p>	<p>Sound: <u>Knowledge:</u> The children will develop an understanding of sound and vibration, including learning that the outer ear funnels the vibration into the ear canal, down the ear canal, passed to the ear drum, along the ear bones and into the cochlea. - know signals are then sent to the brain, where they are processed and interpreted as sounds we understand. They will know that sound is measured in decibels (Db)and explore pitch.</p> <p><u>Skills:</u> - Identify how sounds are made, associating some of them with something vibrating - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables - Find patterns between the volume of a sound and the strength of the vibrations that produce it - Set up simple practical enquiries, comparative and fair tests - Find patterns between the pitch of a sound and features of the object that produce it - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Electricity: <u>Knowledge:</u> The children will develop their understanding of electricity, including its uses and the importance of safety measures. They will learn about circuits – energy sources, what they must include and what they need in order to operate. They will also explore conductors and insulators, investigating which materials work well as conductors and insulators.</p>	<p>Year 4 Passion Play – Tuesday 24th March – 9.15am</p> <p>Whole School Mass (Y2-Y6) Feast of the Annunciation – Wednesday 25th March - 10:00 am - Church</p> <p>Parents' Evening - Thursday 26th March from 1:30pm (appointments in school)</p> <p>End of term – Friday 27th March - 1:15pm finish</p> <p>Summer Term begins – Monday 13th April – 8.45am. Children return to school wearing Summer uniform.</p>

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity - Talk about criteria for grouping, sorting and classifying - Construct a simple series electrical circuit, identifying and naming 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 or not the lamp is part of a complete loop with a battery - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - Recognise some common conductors and insulators, and associate metals with being good conductors. 	
<p>P.E.</p>	<p>PE will take place on Wednesdays and Thursdays. Please ensure that your child wears a fully labelled PE kit on these days.</p> <p>Sports Hall Athletics and Tennis:</p> <p><u>Knowledge:</u> The children will be taught about the importance of being active and describe how their bodies feel during different activities. They will have the opportunity to become increasingly competent and confident in their agility, balance and coordination.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Find space to move into within a game -Hit a ball with a range of different bats/racquets -Use a range of techniques to help keep possession of the ball in a team game find space to move into within a game -Dribble a ball in a straight line -Move to catch/control a ball within a game, maintain eye contact with the ball -Pass a ball accurately when moving around during a game show control of a range of different throws/passes. 	
<p>Music</p>	<p>Music Theory:</p> <p><u>Knowledge:</u> The children will learn the basics of music theory in order to create effective improvisations and compositions. The children will understand more complex rhythmic notation.</p>	

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> - Explain the difference between major and minor keys - Aurally identify major and minor scales - Explain what staccato and legato mean - Compose melodies with rhythmic and melodic interest -Name some of the key features of Motown and Soul music. <p>Keyboards:</p> <p><u>Knowledge:</u></p> <p>Pupils will improve their keyboard skills gaining confidence in reading music, performing and composing. They will be able to visually identify the notes C, D, E, F and G on the treble clef stave. Pupils will start following stage notation to play simple melodies.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Improvise using the notes of a C major scale - Perform rhythms containing quavers, crotchets, minims and rests -Create their own rhythms and perform them accurately - Know where C, D, E, F and G on the treble clef stave - Understand what a pentatonic scale is. 	
<p>Computing</p>	<p>Computational Thinking:</p> <p><u>Knowledge:</u></p> <p>The children understand that computational thinking refers to the four skill areas needed to solve problems effectively: abstraction, algorithm design, decomposition and pattern recognition. They will explore and apply these skills in a range of activities before being challenged to complete an independent programming challenge.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Know what computational thinking is -Understand decomposition -Explore abstraction and pattern recognition in relation to programming -Use algorithm design -Apply computational thinking to solve challenges and identify which skills they're using. 	

	<p>Skills Showcase: HTML</p> <p><u>Knowledge:</u> The children will understand and identify examples of HTML tags and what changing HTML and CSS does to alter the appearance of an object. They will understand that copyright means that those images are protected and that we should do 'creative commons' image searches if we wish to use images from the internet. The children will know what 'fake news' is and ways to spot website that carry this type of misinformation and what the 'inspect' elements tool is and ways of using it to explore and alter text images.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Remix an existing code - Build a web page and creating content for it - Understand that information found by searching the internet is not all grounded in fact - Recognise that information on the internet might not be true or correct and that some sources are more trustworthy than others. 	
<p>Foundation Subjects</p>	<p>History: How hard was it to invade Britain? (Anglo-Saxons and Scots)</p> <p><u>Knowledge:</u> The children will learn about the legacy and contribution of the Anglo-Saxons to life today in Britain. They will discover that there were different reasons for invading Britain and that settlements created tensions and problems. They will understand how invaders and settlers influence the culture of the existing population, including paganism and the introduction of Christianity in Britain, how Christianity was spread and compare the beliefs of different cultures, times and groups.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Using dates to work out the interval between periods of time and the duration of historical events or periods -using historical vocabulary BC/AD/Century -Identifying reasons for change and continuities and what the situation was like before the change occurred -comparing different periods of history and identifying changes and continuity -Identifying the links between different societies and the consequences of events and the actions of people -Asking questions about the bias of historical evidence 	

- Extracting the appropriate information from a historical source
- Identifying primary and secondary sources and the bias of a source
- understanding that there are different ways to interpret evidence and make deductions from documentary as well as concrete evidence e.g. pictures and artefacts.

Geography: Where does our food come from?

Knowledge:

The children will learn about the world's different climate zones and that biomes are areas of the world with similar climates, vegetation and animals. They will know that vegetation belts are areas of the world which are home to similar plant species. Children will learn about the global journey of food, exploring different food origins, biomes, farming, trade, and the impact of distance (food miles) on availability, using mapping skills to track food from farms/seas to our plates. They will be linking food sources to specific climates and landscapes worldwide, encouraging understanding of local versus global food systems.

Skills:

- Identifying foods from different environments (e.g. tropical forests, deserts, oceans) and connecting them to specific biomes
- Locating food sources on world maps and understanding where different foods are grown, reared, or caught
- Calculating distances food travels using scale bars and understanding the impact of transportation (lorries, boats, planes)
- Recognising how seasons and climate affect food availability
- Learning about imports and the concept of fair trade, helping communities in developing countries
- Linking food production to landscapes, settlements, and human activities

Art and Design:

Knowledge:

In Art and Design this term, children will focus on developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. They will experiment with composition and apply painting techniques to a personal still life.

Skills:

- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome
- Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome
- Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and 3D effects
- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style
- Understand how artists use art convey messages through the choices they make
- Use subject vocabulary confidently to describe and compare creative works
- Discuss art, considering how it can affect the lives of the viewers or users of the piece
- Use more complex vocabulary when discussing their own and others' art
- Evaluating their work more regularly and independently during the planning and making process.

Design and Technology:

Knowledge:

In Design and Technology this term, children will focus on adapting a recipe. They will work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes from within the given budget of overhead and costs ingredients.

Skills:

- Sample and evaluate a range of biscuits
- Bake a simple biscuit recipe
- Add different ingredients to dough to discover what tastes best when baked
- Work to an imaginary budget
- Create a final product which adapts design and packaging.