



Religious Education

St. Mary's Catholic Primary School, Chiswick Year 4 –Miss Imani and Miss Bryant Autumn Term 2026

Creation and Covenant

In this branch we will be learning about Abraham. Abraham is one of the most important figures in religious history because Jews, Christians, and Muslims trace their belief in one God back to him. We will explore how The Bible is an account of God's relationship with his people, his concern for them and their response to his love. Children will learn that events such as the life of Abraham and his covenant with God, took place before the birth of Jesus, in the Old Testament.

We will begin by becoming familiar with the story of Abraham and the significance of his covenant with God, understanding how we can make covenants with God in our own lives. Children will draw parallels between the story of Abraham being commanded to sacrifice his son Isaac and the crucifixion, understanding how Abraham's story in the Old Testament foreshadows the story of the Cross in the New Testament. We will also learn to make links with Abraham's covenant with both Christianity and Judaism, recognising that in Judaism Abraham is the patriarch, and his covenant with God is central to the Jewish faith. Whereas Christians see Abraham's faith as a model to follow and view Jesus as a fulfilment of the promises made to Abraham.

Understand:

- Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. (RVE)
- Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.
- Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now.
- Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.
- Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.
- Make links between prayers that show trust in God and the virtues of faith, hope, and love.

Discern:

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.

Some questions which could be asked:

- 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 s/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?

- Describe and explaining the virtues: faith, hope, and love making links between these virtues of and the life of a person who was an example of faith made active in love.
- Explain why they think Abraham is seen as a model of prayer.

Respond:

- Consider how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE)
- Reflect on how the virtues of faith, hope and love help them to be a good neighbour. (RVE)
- Reflect on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.

Prophecy and Promise

In this branch children will focus on Elijah and John the Baptist as examples of God's messengers who called people back to faith. They will understand that Elijah reminded the Israelites of their covenant with God amidst widespread idolatry, whilst John the Baptist, featured in the Gospels of Mark and Matthew, prepared for Jesus' arrival, calling for repentance and fulfilling Isaiah's prophecy; also learning how his role connects to Advent, a time of spiritual preparation. We will explore the feast of Christ the King, marking the Church year's end and celebrating Jesus' compassionate kingship. The Jesse tree will be studied to link Jesus' ancestry to biblical history, with reflections on artistic portrayals. Finally, we will consider how Elijah and John the Baptist's messages resonate today. In Catholic Social Teaching we will focus on the preferential option for the poor, linking it to our preparations for Advent.

Understand:

- Describe what a prophet is drawing on Elijah and John the Baptist as examples. Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.
- Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show.
- Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.
- Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated.
- Make links with the ancestry of Jesus and the Jesse tree.

PSHE/RSE	Discern: • Respond to a variety of artistic ways in which the Jesse tree is portrayed. • Suggest reasons for the artist's choices and give reasons for their personal preference. • Talk about the type of king they think Jesus would be and give reasons for their answers. • Respond to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist's choices, give reasons for their personal preference and compare their ideas with others. Respond: • Reflect on how Elijah and John the Baptist's words speak to people today. • Reflect on what it means to be a good leader and talk to others about their ideas. PSHE and RSE We will follow our lessons from TenTen: Living Life to the Full Plus. We will begin with our first module, Created and Loved by God. Within this module, children will explore the individual. They will understand that we are made in the image and likeness of God and develop an understanding of the importance of valuing themselves as the basis for personal relationships. Unit 1 Religious Understanding Unit 2 Me, My Body, My Health Unit 3 Emotional Well-Being Unit 4 Life Cycles Individual lessons and content can be viewed on the parent portal. Details of how you can do this can be found on our website in the curriculum section under Relationships Education.	<u>Writing</u> • Complete the English homework each week. Ask your child to write spelling sentences if you feel that they need further practice. • Ensure your child focuses on forming lower-case letters using Kinetic Letters handwriting, encourage them to join their letters when completing their homework. • Please encourage your child to read over their work after they have finished. A good way of doing this is to let them read over their English homework and see if anything has been left out or needs changing (e.g. missing full stop or using a capital letter). Then read through the work together and see how it could be improved (e.g. could they include some of the new vocabulary from their reading books or add an expanded noun phrase for description in their writing). • Ask your child to include connectives in their sentences to create more detailed pieces of writing, such as and, because, if, but, so. • Remind children to check the spelling of key words, particularly spelling words that have been set as homework. • Practice words which have been sent as spellings each week. Discuss ways in
Reading	<u>Our core texts for the Autumn term are:</u> The Great Kapok Tree by Lynne Cherry: The Great Kapok Tree provides opportunity to explore the language choices authors make and the inter-relationship between words and illustrations. The Ice Palace by Robert Swindells: The Ice Palace presents strong themes such as family love and bravery and explore character and dilemma. The children will learn about plot, setting, character development and emotional response to strong themes and dilemmas in fiction.	

	<u>Skills:</u> -use dictionaries to check the meaning of words that they have read. - read aloud poems and play scripts which they have prepared to perform. - discuss words and phrases that capture the reader's interest and imagination. -develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction. -identify themes and conventions. -ask questions to improve understanding of the text. -draw inferences and justify inferences with evidence. -identify how language and structure contribute to meaning. Please do not read these books with your child until we have finished this unit as it prevents them from being able to infer and predict if they know what happens in the story.	which your child can remember the spelling. <u>Maths</u> • Complete the Maths homework each week. Set your child more questions if you feel that they need more practice. • Encourage and praise your child for giving maths questions and problems a go, even if they are not sure of the answer. • Ask your child to revise all their number bonds to 20 as well as the related subtraction facts. • Practice the times tables in and out of order. • Take opportunities to do cooking activities that involve estimating and weighing. • When out shopping, encourage your child to work out total costs and change. • Encourage children to explain how they have come to an answer. • 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. <u>Maths Mastery</u> -Encourage investigative thinking, questioning, discussion and application -Use precise mathematical vocabulary
Writing	<u>Knowledge:</u> We will be using our class texts to develop and embed the skills below. The Great Kapok Tree will offer how to write in a non-fiction form and engage in expressive writing to the subject matter. The story of The Ice Palace will provide fictional stimulus for the children's own writing in different text types. Through this, children will learn to effectively plan, draft and edit their own and others' work. <u>Skills:</u> - record responses to a book - respond to illustration through writing opinions and meaning. - develop how children write in role - plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. - plan writing by discussing and recording ideas. - draft and write by composing and rehearsing sentences orally and by organising paragraphs around a theme. - in non-narrative use simple organisational devices. - assess the effectiveness of their own and others' writing and suggest improvements. - proof-read for spelling and punctuation errors.	

Handwriting	Kinetic Letters We will continue with our kinetic letters handwriting scheme, focusing on developing a fluent, legible and consistent handwriting style. Children will be taught to form the required diagonal and horizontal strokes to join letters and understand which letters are best left unjoined.	-Make connections across mathematical ideas These are just a few ideas to get you started. Try to involve your child in as many problem-solving activities as possible. The more 'real' a problem is, the more motivated they will be when trying to solve it.
Spelling Punctuation and Grammar	<u>Knowledge:</u> This term, the children will be reviewing grammar rules learnt in Year 3 and will then continue to build on their grammatical knowledge. They will continue to build on the spelling rules learned in Year 3 as well as continue to learn the statutory spelling words for Year 3/4. <u>Skills:</u> - Pronouns -Fronted Adverbials	Dates for the Diary: ***** Season of Creation – 1 st September – 4 th October Beginning of Year School Mass – Tuesday 8 th September – Y3-6 10.00am at Church Week beginning Monday 14 th September – Clubs begin (Breakfast Club and After School Care begins Thursday 3 rd September)
Mathematics	Number and Place Value - Skip count in multiples of 25 and 1,000. - Recognise, represent, count, compare and order, numbers up to 10,000. - Use a number line up to 10,000. - Round any number to the nearest 10, 100 or 1,000 - Find 1, 10, 100, 1,000 more or less than a given number - Count backwards through 0 to include negative numbers -Recognise Roman numerals up to 100. Addition and Subtraction -Add and subtract 1, 10s, 100s and 1,000s -Add 3 and 4-digit numbers together without and with carrying. -Subtract 3 and 4-digit numbers together with and without borrowing. -Subtract and add 4-digit numbers together with more than one exchange. -Estimation, checking answers and mental maths strategies. Area -Explore what area is	Jeans for Genes Mufti Day – Friday 18 th September PTA Community Cultural Celebration – Sunday 20 th September – Parish Centre Fairtrade Fortnight – Monday 21 st September RSE Consultation for parents – Thursday 24 th September – 2.30pm KS2 Meet the Teacher Meeting and Online Safety Talk – Tuesday 15 th September – 2.25pm

	-Find area by counting shapes -Use area to make shapes -Compare area of different shapes. Multiplication and Division -Multiply and divide by 3, 6, 7, 9, 10 and 100 (revision from last year). -Multiply by 1 and 0. -Divide by 1 and itself. Multiplication and Division will begin this term and be carried on to the Spring Term.	Black History Month – October – Thursday 1st October National Poetry Day – Thursday 1st October October Rosary – Tuesdays throughout October Flu Vaccinations – Friday 9th October KS2 Reading Workshop – Thursday 15th October – 2.45pm
Science	Grouping and Classifying Living Things <u>Knowledge:</u> - 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 to living things. <u>Skills:</u> - recognise that living things can be grouped in a variety of ways. - ask relevant questions and using different types of scientific enquires to answer them. - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - gather, record, classify and present data in a variety of ways, to help in answering questions. - recognise that environment can change and that this can sometimes pose dangers to living things. - report on findings from enquiries, including oral and written explanations, display or presentation of results and conclusions. States of Matter	Online Parents' Evening – Tuesday 20th October – 1.30pm onwards RISE Theatre – Treasures Within Day – Thursday 22nd October Half Term – week beginning Monday 26th October – Friday 30th October PTA Autumn Festival – Saturday 31st October – 12.00-3.00pm Children In Need MUFTI Day Friday 13th November Anti-Bullying Week – week beginning Monday 16th November Year 4 Class Mass – Monday 7th December KS2 Carol Service – Tuesday 15th December – 5.00pm at Church

	<u>Knowledge:</u> -know that solids, liquids and gases have certain characteristics of shape and volume. -know that some solids can be poured. -know that liquids maintain volume no matter the container and some have different rates of flow. -know some materials change states between solids, liquids and gases. -know water in all its forms: water vapour, ice and as a liquid. -know a thermometer is a piece of equipment that is used to measure temperature. - know that stopwatches are used to measure intervals of time. <u>Skills:</u> -compare and group materials together, according to whether they are solids, liquids or gases. -talk about criteria for grouping, sorting and classifying. -identify differences, similarities or changes related to simple scientific ideas. -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees. -make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. -set up simple practical enquiries, comparative and fair tests. -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. -use results to draw simple conclusions, make prediction for new values, suggest improvements and raise further questions.	Class Christmas Parties – Thursday 17th December End of term – Friday 18th December – 1.15pm
P.E.	<u>Knowledge:</u> Year 4 will be focusing on tennis and multi-skills. <u>Skills:</u> - find space to move into within a game. - hit a ball with a range of different bats/racquets.	

	- balance on pads and points. - make a range of different shapes when balancing. -use all parts of the body when travelling in different ways.	
Music	<u>Knowledge:</u> Children will get to know what it is like to play as part of an ensemble, working alongside their peers to play a cohesive musical arrangement. They will build on their technical music skills whilst learning to play a variety of instruments from Keyboards, Glockenspiels, Boom-whackers, African drums and other percussion. They will focus on multiple popular songs and performance confidence alongside their developing musicality and listening skills. Children will also focus on the Ukulele and develop their knowledge of how to play different rhythms and pitches in order to play a selection of nursery rhymes and popular songs as an ensemble or as soloists before moving on to creating their own rhythmic and pitch patterns. <u>Skills:</u> - identify different instrument types and names. - identify the difference between melody and accompaniment. - play along in time. - respond to different tempos. - recognise and vocalise the difference between Major and Minor chords/keys. - recognise how both dynamics and expression can change the feelings of the song for the performer and the listener. - identify that the Ukulele comes from Hawaii. - play a Ukulele by strumming it and hold it correctly. - understand that pitch means how high or low a musical sound is. - name the note lengths of a crotchet and a quaver. - know the difference between a rhythmic and pitch pattern. - play a fretted note. - identify the main parts of a Ukulele and what they are called.	
Computing	Online Safety <u>Knowledge:</u>	

	Children will search for a variety of technologies. They will learn how to recognise adverts and pop-ups; distinguishing fact from opinion online. The children will recognise that technology can be distracting and learn how to be respectful to others online. <u>Skills:</u> -Search for information and make a judgement about the accuracy of results. -Recognise some methods used to encourage people to buy things online. -Recognise that just because we see or read something online does not mean that it has to be true. -understand what a 'bot' is. -recognise the positive and negative distractions of technology. -Explore their own use of technology. -Use a range of strategies for being safe and respectful online, including how to respect the thoughts and beliefs of others. -Recognise healthy and unhealthy online behaviours. Computational Thinking <u>Knowledge:</u> 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. <u>Skills:</u> -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.	
Foundation Subjects	History: How have children's lives changed? <u>Knowledge:</u>	

This topic will give the children the opportunity to examine children's lives during the Tudor (1485-1603) and Victorian (1833-1901) periods. They will understand that society was organised in different ways in different cultures and times, and consisted of different groups with different roles and lifestyles. They will also learn that education existed in some cultures, times and groups.

Skills:

- understand that history is divided into periods of history e.g. ancient times, middle ages and modern.
- use dates to work out the interval between periods of time and the duration of historical events or periods.
- sequence eight to ten artefacts, historical pictures or events.
- begin to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- place the time studied on a timeline.
- use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- notice connections over a period of time.
- make a simple individual timeline.
- identify reasons for change and reasons for continuities.
- identify what the situation was like before the change occurred.

Geography: Why are rainforests important to us?

Knowledge:

This topic will introduce children to the location of rainforests near to the equator, their hot, wet climate and the diverse plant and animal life they support. Children will learn about the different layers of the rainforest, its global importance in regulating climate and the effects of deforestation.

Skills:

- locating key physical features in countries studied including significant environmental regions.
- locating some key human features in countries studied.

- locating some of the world's most significant rivers and identifying any patterns.
- finding the position of the Equator and describing how this impacts our environmental regions.
- finding lines of latitude and longitude on a globe and explaining why these are important.
- identifying the position of the Tropics of Cancer and Capricorn and their significance.
- describing and beginning to explain similarities/differences between two regions studied.
- describing how and why humans have responded in different ways to their local environments.
- discussing climates and their impact on trade, land use and settlement.
- describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- mapping and labelling the six biomes on a world map.
- understanding some of the causes of climate change.
- describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- describing how humans use water in a variety of ways.

Art and Design: Drawing

Knowledge:

In Art and Design, the children will study Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, thicker or thinner and that this can add expression or movement to a drawing. Pattern: Patterns can be irregular and change in ways you wouldn't expect.

Skills:

-Demonstrate greater skill and control when drawing and painting to depict forms.

- Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
- Use subject vocabulary confidently to describe and compare creative works.
- Use more complex vocabulary when discussing their own and others' art.

Design and Technology: Digital World: Mindful Moments Timer and Electrical Systems: Torches

Knowledge:

The children will design and create a timer using coding, while the Electrical Systems: Torches unit teaches them how to identify components and build a working torch. Both units focus on applying practical skills in design, technology and electrical engineering to create a final product.

Skills:

- Write design criteria for a programmed timer.
- Develop a prototype case for a mindful moment timer.
- Use and manipulate shapes and clipart by using computer-aided design (CAD), to produce a logo.
- Follow a list of design requirements.
- Create a 3D using modelling materials.
- Program a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.
- Design a torch, considering the target audience and create both design and success criteria focusing on features of individual design ideas.
- Make a torch with a working electrical circuit and switch.

	Modern Foreign Languages: Italian	
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| | <ul style="list-style-type: none">• Greetings• Introducing yourself• Parts of the day and the related greeting• The four seasons• The Italian alphabet• Numbers to 100• School and school subjects• Classroom language• Food• Days of the week• Months of the year• Talking about ages• Birthdays• Christmas in Italy | |
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