

The Good Shepherd
Catholic Primary School



Long Term Planning

Year 4

2025 - 2026

| Autumn 2025 | Spring 2026 | Summer 2026 |
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| RE BRANCH ONE CREATION AND COVENANT BRANCH TWO PROPHECY AND PROMISE SEE Below for content | RE BRANCH THREE FROM GALILEE TO JERUSALEM SEE Below for content BRANCH FOUR FROM DESERT TO GARDEN | RE BRANCH FIVE TO THE ENDS OF THE EARTH BRANCH SIX DIALOGUE AND ENCOUNTER SEE Below for content |
| CUSP Reading (Y4) <ul style="list-style-type: none"> The Queen's Nose Block 1, 2 The boy at the back of the class Block 3, 4, 5 Caged Bird - Maya Angelou The Raven - Edgar Allen Poe Block 6 | <ul style="list-style-type: none"> Young, Gifted and Black Blocks 7, 8, 9 Wind in the Willows (The Walrus and the Carpenter - Lewis Carroll) Blocks 10, 11, 12 | <ul style="list-style-type: none"> Varjak Paw Blocks 13, 14, 15 The Girl who stole an Elephant Block 16, 17, 18 |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> Poems which explore form A Persuasive writing (adverts) A First person diary entries (imaginative) A Third person adventure stories A Newspaper reports A Stories from other cultures A | <ul style="list-style-type: none"> Critical analysis of narrative poetry A Persuasive writing (adverts) B Explanatory texts A Poems which explore form B Stories from other cultures B | <ul style="list-style-type: none"> Third person adventure stories B Stories from other cultures B First person diary entries (imaginative) B Critical analysis of narrative poetry B Newspaper reports B Explanatory texts B |
| Maths Block 1 <ul style="list-style-type: none"> Place value (Unit 1) Addition and subtraction (Unit 1) Multiplication and division (Unit 1) - Time Fractions (Unit 1) Multiplication and division Geometry | Block 2 <ul style="list-style-type: none"> Money and decimals (Unit 1) Place value (Unit 2) Addition and subtraction (Unit 2) Multiplication and division Unit 3 Fractions (Unit 2) Statistics | Block 3 <ul style="list-style-type: none"> Place value (Unit 3) Calculation Money and decimals (Unit 2) Length and height Mass and volume Patterns and relationships |
| CUSP Science <ul style="list-style-type: none"> Living things and their habitats States of matter | <ul style="list-style-type: none"> Animals, including humans | <ul style="list-style-type: none"> Electricity Sound |
| CUSP Art and Design <ul style="list-style-type: none"> Drawing Block A Painting Block B | <ul style="list-style-type: none"> Printmaking and textiles Block C 3D and collage Block D | <ul style="list-style-type: none"> Painting Block E Creative Response Block F |
| Computing – school sequence <ul style="list-style-type: none"> Computing systems and networks Creating media- photo editing | <ul style="list-style-type: none"> Programing A- Repetition in shapes Creating media- Audio editing | <ul style="list-style-type: none"> Data and information- Data logging Repetition in games |
| CUSP Design and Technology <ul style="list-style-type: none"> Food and Nutrition Block A Mechanisms Block B | <ul style="list-style-type: none"> Textiles Block C Structures Block D | <ul style="list-style-type: none"> Electrical systems Block E <i>Science - Electricity</i> Food and Nutrition Block F <i>Science – Animals including humans</i> |
| CUSP Geography <ul style="list-style-type: none"> Rivers Latitude and longitude | <ul style="list-style-type: none"> Latitude and longitude Water cycle | <ul style="list-style-type: none"> Rivers revisited Map skills – environmental regions |
| CUSP History <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | <ul style="list-style-type: none"> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty | <ul style="list-style-type: none"> Ancient civilisation – Egypt or Shang Dynasty |
| CUSP Music - Singing <ul style="list-style-type: none"> Marcela | Music Glockenspiel <ul style="list-style-type: none"> Tuned focus: Musical notation 2 Block C Revisit the staff Block C Untuned percussion <ul style="list-style-type: none"> Untuned focus: Mastering rhythm 2 Block A Follow beats in a bar (time signatures/ metre) Block A | Music Glockenspiel <ul style="list-style-type: none"> Performance focus: Composition 2 Block E Perform including an element of composition Block E Range of instruments studied <ul style="list-style-type: none"> Tuned focus: Introducing timbre 2 Block F Identify and describe how sounds are combined Block F |

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| CUSP French <ul style="list-style-type: none"> The calendar (Days, months, date) Colours, emotions and numbers 0-20 | CUSP French <ul style="list-style-type: none"> Items from daily life (Clothes) Learning together (Subjects and school) | CUSP French <ul style="list-style-type: none"> The natural world (Animals and plants) Celebration (Bastille Day) |
| PE Learning focus <ul style="list-style-type: none"> Personal Social Fundamental skill <ul style="list-style-type: none"> Coordination - footwork Static Balance – One leg Dynamic balance to agility – jumping and landing Static balance - seated | PE Learning focus <ul style="list-style-type: none"> Cognitive Creative Fundamental skill <ul style="list-style-type: none"> Dynamic balance – on a line Static Balance – Stance Coordination – ball skills Counter balance - with a partner | PE Learning focus <ul style="list-style-type: none"> Physical Health and fitness Fundamental skill <ul style="list-style-type: none"> Coordination – sending and receiving Agility – reaction/response Agility – Ball chasing Static balance – floor work Sports day events – sprint, tug of war, howler, relay, obstacle course, hop, skip, jump |
| PSHE <ul style="list-style-type: none"> Intro Get Heartsmart Don't forget to let love in! | PSHE <ul style="list-style-type: none"> Too much Selfie isn't healthy! Don't hold onto what's wrong! | PSHE <ul style="list-style-type: none"> Fake is a mistake! No way through isn't true! |

New RE – RED year 4 Content

To Know You More Dearly Annual Overview

| YEAR FOUR | BRANCH ONE CREATION AND COVENANT | BRANCH TWO PROPHECY AND PROMISE | BRANCH THREE FROM GALILEE TO JERUSALEM | BRANCH FOUR FROM DESERT TO GARDEN | BRANCH FIVE TO THE ENDS OF THE EARTH | BRANCH SIX DIALOGUE AND ENCOUNTER |
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| HEAR | <p>The story of Abraham, focusing on the following key texts: The call of Abram (Gen 12:1-5) The Abrahamic covenant (Gen 15:1-6) Abraham and Sarah (Gen 18:1-15) Abraham and Isaac (Gen 22:1-18)</p> <p>(Optional) The story of Joseph, focusing on the following key texts: Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20</p> <p>The historical, cultural, and religious context out of which Abraham was called.</p> <p>The importance of understanding historical context to appreciate the literal sense of biblical stories.</p> | <p>The miracle of the flour and the oil (1 Kings 17:7-14) Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) Isaiah 40:3 (contained within the gospel accounts) The ancestry of Jesus (Matt 1:1-17) The importance of understanding historical context to appreciate the literal sense of biblical stories. What is meant by 'prophecy'.</p> | <p>Peter's mother-in-law and casting out devils (Matt 8:14-17) Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) Or Cure of two blind men and cure of a demoniac (Matt 9:27-34) The Baptist's question (Matt 11:1-15) Jesus walks on the water and, with him, Peter (Matt 14:22-33) Peter's profession of faith (Matt 16:13-26) The importance of understanding historical context and cultural values at the time of the gospels.</p> | <p>The lost son (the prodigal) and the dutiful son (Lk 15:11-32) The Judgement of the Nations (sheep and goats) (Matt 25:31-46) The events of Holy Week from the gospel of Matthew Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)* *Pupils should have an</p> | <p>The empty tomb (Jn 20:1-10) The appearance on the shore of Tiberius (Jn 21:1-19)</p> | <p>The road to Damascus (Acts 9:3-9, 17-19) The first letter to the Corinthians (1 Cor 13:1-7,13) Additional texts about the mission of St Paul, for example: Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) Galatians 1:11-24 2 Cor 11:22-23 Galatians 3:27-28</p> <p>There are different traditions in the Liturgy of the Church* Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible.</p> <p>Ways in which Christians work together for the common good.</p> |

| | | | | overview of the events of Holy Week. | | |
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| BELIEVE | <p>God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. Abraham is a model of how to pray.</p> | <p>For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. John the Baptist is sent to prepare the way for Jesus. In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe.</p> | <p>Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king. Jesus is fully God and fully human. We call this belief the incarnation. Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick.</p> | <p>God loves everyone. He can and wants to forgive people's sins. When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love. Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works. Celebrate</p> | <p>The Pope is the successor to Peter. The Church is the People of God. The Church is apostolic. The work of the Church is to continue the ministry of Jesus and build the Kingdom of God. Mary is the Mother of the Church and Queen of Heaven.</p> | |
| CELEBRATE | <p>Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer,</p> | <p>The Feast of Christ the King. The Jesse tree. 'He will come again in glory' from the Nicene Creed</p> | <p>Why Catholics pray the Creed at Mass. How Catholics experience God's forgiveness in the Sacrament of</p> | <p>The works of mercy show Christians how to treat other people. That Lent is a time to live out the works of mercy (for example, by</p> | <p>That the Apostles' Creed summarises Christian beliefs. That May is the special month of Mary.</p> | <p>ENCOUNTER Know some facts about the five pillars of Islam. Understand some ways Muslims in Britain today live out their</p> |

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| | 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.) | | Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick. | praying for someone who is sad, practising patience, fasting, or giving time or money to those in need). Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection. | Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria | beliefs. |
| LIVE | The virtues of faith, hope, and love. The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike. | How Christians prepare for the coming of Christ during Advent. How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation. How some artists have depicted Jesus Christ as King | How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth). | The corporal and spiritual acts of mercy. How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD). | Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places. Some ways in which the Church today (locally or globally) continues the work of Jesus. | |
| KEY VOCABULARY | covenant Abraham Sarah Isaac Joseph forgiveness virtue faith hope love | Advent prophet Elijah John the Baptist Jesse tree Christ the King | Messiah Christ incarnation kingdom Sacrament of the Sick Nicene Creed marginalised | Lent Holy Week parable sin forgiveness mercy | Church Pope apostles apostolic Creed people of God communion of saints Mary, Mother of the Church and Queen of Heaven | Damascus Liturgy rite Christian Islam Five Pillars of Islam Shahada, Salah, Sawm, Zakat, and Hajj Common good |

