

The Good Shepherd Catholic Primary School



Year 4

Spring Curriculum Newsletter

2025 – 2026

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Hover

We give you praise, O God,
for everything that is new and beautiful,
for everything which holds promise and brings us joy.
Bless us as we start this new year with our friends and teachers
Help us to make the most of every chance we have to start afresh.
May we show love to one another and to all.
Amen

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<p>RED</p> <p>Branch 3 - Galilee to Jerusalem</p>	<p>Peter's mother-in-law and casting out devils (Matt 8:14-17)</p> <p>Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26)</p> <p>Or Cure of two blind men and cure of a demoniac (Matt 9:27-34)</p> <p>The Baptist's question (Matt 11:1-15)</p> <p>Jesus walks on the water and, with him, Peter (Matt 14:22-33)</p> <p>Peter's profession of faith (Matt 16:13-26)</p> <p>The importance of understanding historical context and cultural values at the time of the gospels.</p>
	<p>BRANCH - FOUR FROM DESERT TO GARDEN</p>	<p>The lost son (the prodigal) and the dutiful son (Lk 15:11-32)</p> <p>The Judgement of the Nations (sheep and goats) (Matt 25:31-46)</p> <p>The events of Holy Week from the gospel of Matthew</p> <p>Entry into Jerusalem (Matt 21:1-11),</p> <p>Judas' betrayal (Matt 26:14),</p> <p>the Passover and Peter's denial foretold (Matt 26:17-35)</p> <p>Jesus prays (Matt 26:36-46)</p> <p>the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75),</p> <p>Pilate questions Jesus (Matt 27:11-14),</p> <p>the Crucifixion (Matt 27:32-44),</p> <p>the death of Jesus (Matt 27:45-56)</p> <p>and the Burial of Jesus (Matt 27:57-61)* *Pupils should have an overview of the events of Holy Week.</p>
ENGLISH	CUSP CURRICULUM – SEE BELOW	
MATHS	Fractions	<p>EFFECTIVE MATHS</p> <ul style="list-style-type: none"> • Mixed number equivalents • Improper fraction equivalents
	Multiplication and division	<ul style="list-style-type: none"> • 6 × table (revision) • Multiplying multiples of ten by 1-digit number • Column method for multiplying 2- digit nos by a 1-digit no (expanded and compact - revision) • Multiplying 3 digit numbers (expanded method) • Short division • Division with remainders
	Geometry	<ul style="list-style-type: none"> • Angles • Ordering and comparing angles • Triangles and quadrilaterals • Symmetry • Coordinates • Coordinates and translation

	Money and Decimals	<ul style="list-style-type: none"> • Decimal equivalents of tenths to one • Identifying representations of tenths • Decimal equivalents of tenths greater than one • Identifying representations of tenths, including beyond one • Decimal equivalents of hundredths • Decimal equivalents of halves and quarters • Multiplying decimals by ten • Dividing 2-digit numbers by ten • Dividing 1-digit and 2-digit numbers by ten • Multiplying and dividing 1 and 2 digit numbers by 100
	Place Value	<ul style="list-style-type: none"> • What do we know about 3,102? • Revision of unit 1 • Reading and writing numbers to 7,000 • Counting in multiples of nine • Counting in multiples of seven • Reading scales with 2, 4, 5 or 10 intervals • Negative numbers • Solving problems
	Addition and Subtraction	<ul style="list-style-type: none"> • Mental strategies for addition and subtraction • Making the next thousand • Making the previous thousand • Missing digits in the column method for addition • Subtract a 4-digit number from a 4-digit number • Missing number problems • Solving problems
	Multiplication and Division (U3)	<ul style="list-style-type: none"> • Understanding multiplication (multiplication facts, commutative and distributive property) • Multiplication facts (investigating repeating pattern in ones digits) • 7 × table and related facts (line graphs) • Multiplying multiples of ten and compact column method (3 digit numbers) • Solving problems • Strategies for division (partitioning, scaling) • Dividing 3-digit numbers (partitioning) • Dividing 3-digit numbers (partitioning and short division - exchanging tens) • Dividing 3-digit numbers (short division - exchanging hundreds and tens)
SCIENCE		CUSP CURRICULUM – SEE BELOW The Study of Living Things Electricity
HISTORY		CUSP CURRICULUM – SEE BELOW Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Also Study the achievements of the earliest civilisations – Ancient Egypt

COMPUTING	Audio Editing	Children will learn to initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.
	Data Logging	Children will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.
MUSIC	Cusp Music	<p>Untuned Percussion</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Summary of key learning:</p> <p>In this unit, pupils will explore the instruments, stylistic features and rhythms of Bhangra music. Pupils will develop their knowledge and understanding of standard notation through performing and notating rhythms using crotchets, paired quavers and crotchet rests. Pupils will compose their own Bhangra piece using music technology and accompany a Bhangra track with more complex rhythms on untuned percussion.</p> </div> <p>Introducing Texture</p> <div style="border: 1px solid black; padding: 5px;"> <p>Summary of key learning:</p> <p>This unit focuses on building pupils' knowledge and understanding of harmony and texture. Through a series of folk songs, pupils will create harmony by singing as a class in two or more parts. Pupils will explore the stylistic features of folk songs and sea shanties. They will develop further control of their singing voice through songs and vocal warm ups intended to increase their vocal range. Pupils will practise singing techniques, including sustaining the voice for longer notes. Pupils will be introduced to the terms diction and articulation and the important role that these play in delivering a solid musical performance of a song.</p> </div>

PE	REAL PE Unit 3 Cognitive	Fundamental Movement Skills: <ul style="list-style-type: none"> • Dynamic Balance • Coordination – Ball skills
	REAL PE Unit 4 – Creative	Fundamental Movements Skills: <ul style="list-style-type: none"> • Coordination - Sending and Receiving • Counter Balance
	(Orienteering) OAA Swimming	<ul style="list-style-type: none"> • To work cooperatively as part of a team. • To understand different points on a map. • To communicate effectively with others. To make a map. • To participate in team games solving problems with others. To take part in an orienteering event. <p>Swimming lessons will be taught from Year 1 through to Year 6. Our swimming provision will be delivered by Sporty Scholars who run a unique 'Pools to Schools' programme in association with Elite Swimming. All swimming lessons will be taught by experienced and qualified swimming instructors over the course of 5 weeks, with all classes receiving weekly lessons during this time.</p>
ART AND DESIGN	Printing and Textiles	CUSP CURRICULUM – SEE BELOW
	3D Collage	CUSP CURRICULUM – SEE BELOW
DESIGN AND TECHNOLOGY	Textiles	CUSP CURRICULUM – SEE BELOW
	Structures	CUSP CURRICULUM – SEE BELOW

HOMEWORK	Spelling activities	Children will bring home a spelling activity which links to the spelling pattern we are learning
	Reading	Please continue to hear your child read at least 3x a week and record your comments in their reading record.

History

Curriculum navigation

HISTORY

The study of the past - learning about people, places, events and changes.

INVASION

When a county or area is taken over by an armed force.

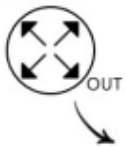
POWER

1. The power to make change. For example, art, culture and architecture.
2. The power over another country or its people.

COMMUNITY

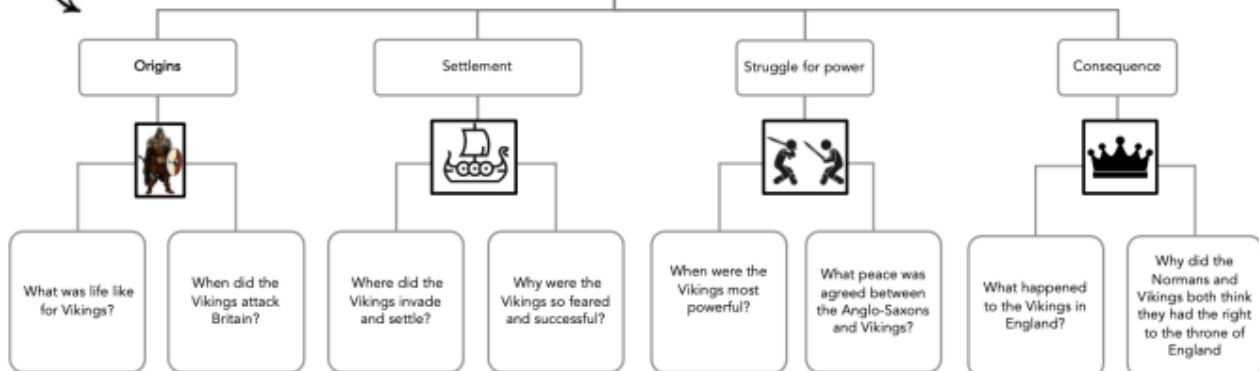
A group of people living in the same place with similar values and beliefs

ZOOM



INVASION POWER COMMUNITY

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



Curriculum navigation

CIVILISATION

A large group of people who follow similar laws, religion and rules.

Great civilisations have cities, architecture, laws, culture and art.

KNOWLEDGE

Knowing how to irrigate the desert to grow vital crops.

Knowledge about the seasons, rivers and flooding.

Knowledge to build incredible structures – pyramids, temples and tombs.

Knowledge to create a writing system – hieroglyphs gave the ancient Egyptians great power.

POWER

The power to advance technology, architecture and the arts.

Power over Egypt's neighbouring countries.

Power to rule over upper and / or lower Egypt.

Religion and the Egyptian beliefs were extremely powerful, yet divisive.

Great pharaohs were powerful – they unified the civilisation and gave Egypt wealth and status.

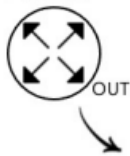
INVASION

The action of invading, and also being invaded by the Hyksos people and Nubia.

The expansion Egypt's reach into other surrounding countries.

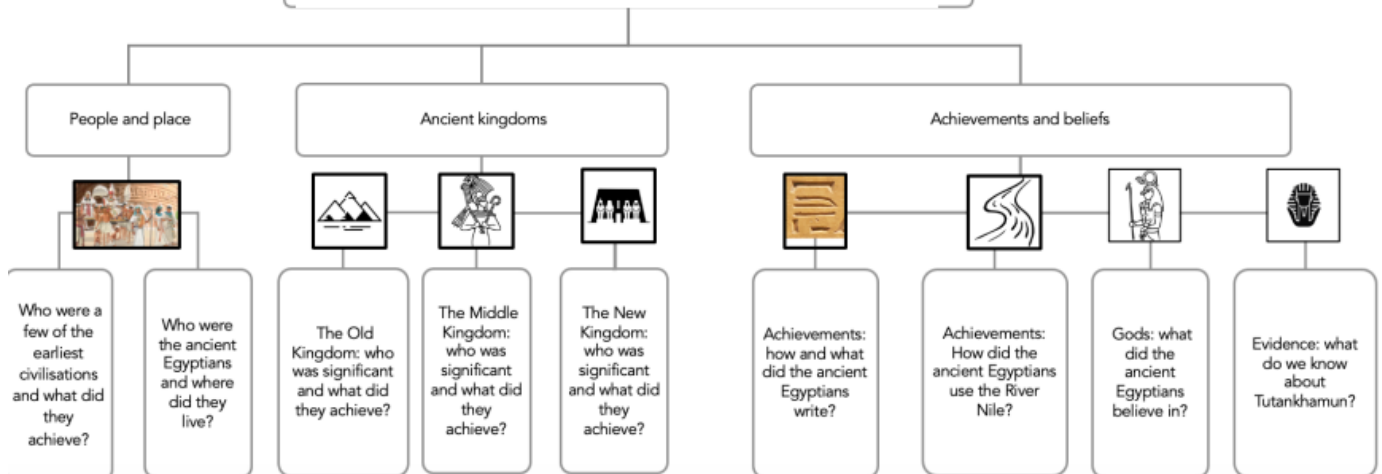
Egypt was invaded and taken over by the Greeks in 332 BC until the Romans ended the reign of the pharaohs in 30 BC.

ZOOM



CIVILISATION KNOWLEDGE POWER INVASION

Achievements of the earliest civilisations - Egypt



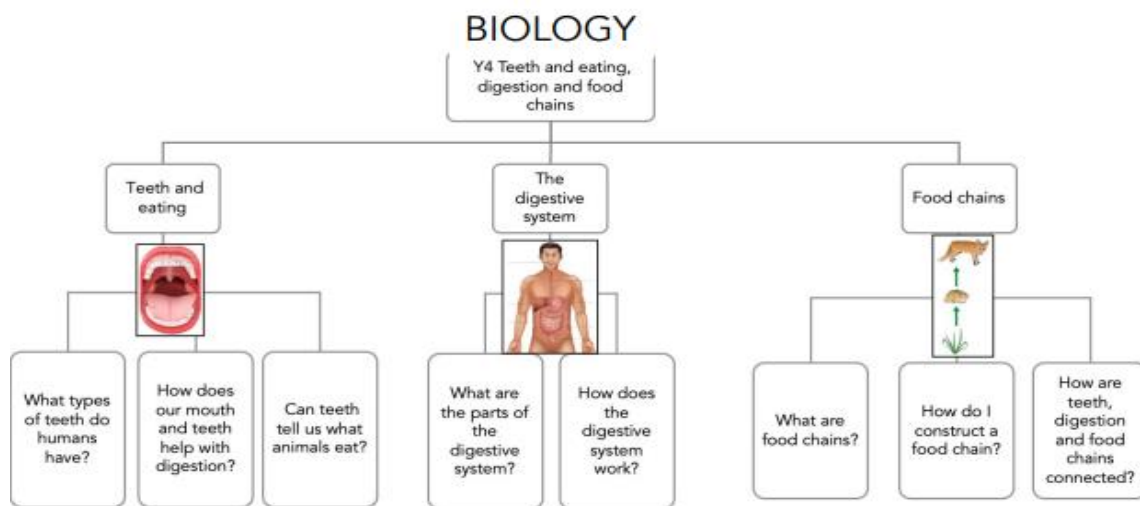
Science

Curriculum navigation

Share the big ideas that you will be studying.

BIOLOGY

The study of living things

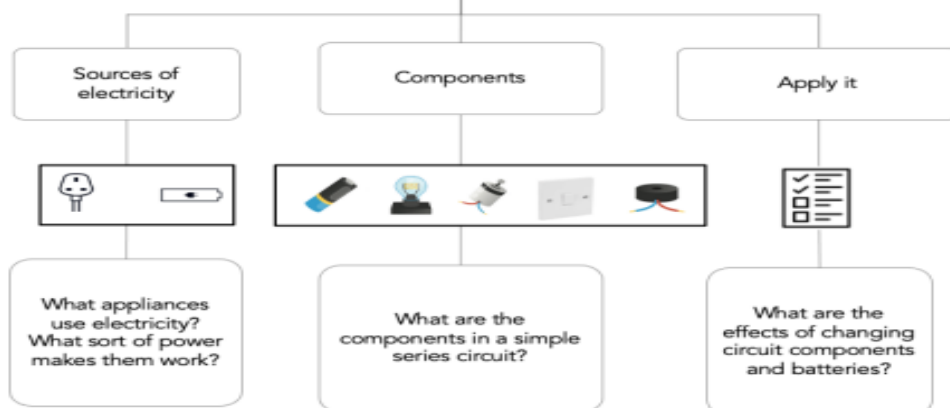


Curriculum navigation

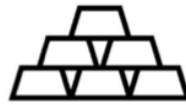
Share the big ideas that you will be studying.

PHYSICS

Year 4
Electricity



PRINTMAKING AND TEXTILES



Prior Learning

Pupils will be able to:

- tell a story using textiles and collage
- use the dip and dye technique

- explain the effects created by dyeing fabric
- print and paint onto fabric

Year 4: Printmaking and Textiles



Core content:

Look at the traditional designs of kente cloth.

Create a range of surfaces by combining colour, texture and pattern.

Make links to the use of colour for symbolism.

Technical vocabulary:

Kente cloth – made from thin strips, about four centimetres thick, woven together on narrow looms, typically by men.



Geometric designs – designs that consist of regular shapes or lines.



Symbolise – if one thing symbolises another, it is used or regarded as a symbol of it.



Weft – the threads that are twisted under and over the threads that are held on a loom.



Warp – the lengthwise threads that are held in tension on a frame or loom.



Tie dye – a method of making patterns on cloth by tying knots in it or tying string around it and then adding dye, so that some parts receive more dye than others.



Connections

Gilbert (Bobbo) Ahiagble
(1944 – 2012)
West African master weaver



Core Knowledge	Explanation
kente cloth	Kente cloth is made from thin strips, about 4 centimetres thick, woven together on narrow looms, typically by men. The strips are interlaced to form a fabric that is usually worn wrapped around the shoulders and waist like a toga.
geometric designs	Geometric or geometrical patterns or designs consist of regular shapes or lines.
symbolise	If one thing symbolises another, it is used or regarded as a symbol of it.

Technical Vocabulary	Definition
tie dye	a method of making patterns on fabric by tying knots in it or tying string around it before dye is added, so that some parts receive more dye than others
weft	the threads that are twisted under and over the threads that are held on a loom
warp	the vertical threads that are held stationary in tension on a frame or loom

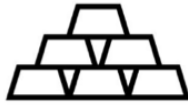
At the end of this block, pupils will ...

Know:	Be able to:
Kente cloth is a woven fabric from West Africa	Create printing to represent kente designs
Tie dye is a method used to create designs and colour	Use tie dye to create colour designs
Textile artists use a range of materials to create textured designs and images	Combine media to create texture

3D AND COLLAGE

Pupils will be able to:

- use knowledge of primary colours to create secondary colours
- use techniques of manipulating wire and fabric to construct 3D sculptures



Prior Learning

- make accurate observations of anatomical structures and details
- understand the terms 2D and 3D
- paint evenly onto a textured and three-dimensional surface

Year 4: 3D and Collage



Core content:

Explore proportion and scale by creating images of the human form.

Use shape and colour to create the illusion of movement.

Technical vocabulary:

Proportion – the relationship in size between one thing and another.

Figure – the shape of the human body.

Form – the shape of somebody or something.

Découpage – a way of decorating something using shapes, pictures etc. cut from paper.

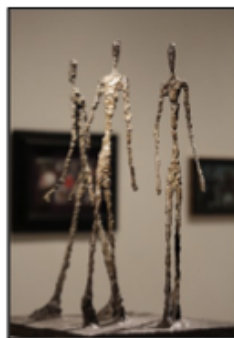
Elongated – when something is elongated, this means it is longer and thinner than it would normally be.

Motion – the act or process of moving.



Connections:

Alberto Giacometti
(1901 – 1966)
Swiss sculptor, painter,
draftsman and printmaker



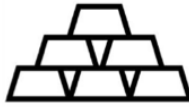
Core Knowledge	Explanation
elongated	When something is elongated, this means it is longer and thinner than it would normally be.
motion	Motion is the act or process of moving. It also refers to a particular action or movement.
figure	A figure is the shape of the human body.

Technical Vocabulary	Definition
form	the shape of somebody or something
proportion	the relationship in size between one thing and another
découpage	a way of decorating something using shapes, pictures etc. cut from paper

At the end of this block, pupils will ...

Know:	Be able to:
An illusion can suggest movement	Assemble pieces of paper to create the illusion of movement
Proportion will make a figure seem realistic	Create figures that are in proportion and out of proportion

TEXTILES



Prior Learning

Pupils will be able to:

- use running stitch to attach fabrics

- describe the properties of materials
- use scissors to cut accurately

Year 4: Textiles

How do you keep a tea towel from slipping off a hook?



Core content:

Identify the different functions for fastenings.
Learn how to sew a button onto fabric.
Create a solution to the problem of a towel slipping off a hook.

Technical vocabulary:

Shank – a short stem on the underside of a button that allows there to be a gap between the button and the cloth it is attached to.



Burr – a seed container covered in tiny hooks, which attaches to animal fur and clothing, facilitating effective dispersal.



Hook and loop – a fastening system using two sides of material: one covered in hooks and the other covered in loops.



Buckle – a piece of metal at one end of a belt or strap, used to fasten the two ends together.



Fastener – a button, zip or other device for temporarily joining together the parts of things such as clothes.



Raw edges – an unfinished, rough or undecorated edge.



Connections:

George de Mestral
(1907 – 1990)
Swiss electrical engineer and
inventor of Velcro®



Core Knowledge	Explanation
shank	A shank is a short stem on the underside of a button that allows there to be a gap between the button and the cloth it is attached to.
burr	A burr is a seed container covered in tiny hooks, which attaches to animal fur and clothing, facilitating effective dispersal.
hook and loop	Hook and loop is a fastening system using two sides of material: one covered in hooks and the other covered in loops.

Technical Vocabulary	Definition
buckle (noun)	a piece of metal at one end of a belt or strap, used to fasten the two ends together
fastener	a button, zip or other device for temporarily joining together the parts of things such as clothes
raw edges	an unfinished, rough or undecorated edge

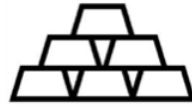
At the end of this block, pupils will ...

Know:	Be able to:
Fastenings have different functions	Select appropriate fastenings and attach them to fabric
A shank provides a small amount of space between the button and fabric	Make a shank for a button

STRUCTURES

Pupils will be able to:

- increase the rigidity and strength of paper by folding and creasing



Prior Learning

- name the properties of 2D and 3D shapes
- explain the difference between 2D and 3D shapes

Year 4: Structures

Which shapes give a structure stability?



Core content:

Explore which shapes can be used to ensure stability in structures.

Use a range of materials to investigate 3D shapes.

Collaborate on a class geodesic dome structure.

Technical vocabulary:

Structural engineer – designs the force resistance of buildings, bridges and other structures.



Geodesic – curved surfaces made up of geometric shapes and straight lines.



Gravity – the force that attracts objects towards one another, especially the force that makes things fall to the ground.



Truss – a rigid framework constructed from triangles.



Compression – the act of putting pressure on an object from different sides until it gets smaller.



Tension – the state of being stretched tight and stiff.



Connections:

Roma Agrawal
(born 1983)
Indian-British-American
structural engineer



Core Knowledge	Explanation
structural engineer	A structural engineer analyses and designs the gravity support and force resistance of buildings, bridges and other structures.
geodesic	Geodesic refers to curved surfaces made up of geometric shapes and straight lines.
gravity	Gravity is the force that attracts objects towards one another, especially the force that makes things fall to the ground.

Technical Vocabulary	Definition
truss	a rigid framework constructed from triangles
compression	the act of putting pressure on an object from different sides until it gets smaller
tension	the state of being stretched tight and stiff

At the end of this block, pupils will ...

Know:	Be able to:
Triangles provide stability in a structure	Make triangles to form and join trusses
Structural engineers work with architects to ensure structures withstand forces	Identify the forces that affect structures