



## Year 4 Spring Planning 2026



Subject	Planning	
Religious Education	<p data-bbox="618 331 864 355" style="text-align: center;"><u><b>Galilee to Jerusalem</b></u></p> <p data-bbox="297 416 719 440"><b>Hear:</b> Matthew's Gospel – Miracles</p> <p data-bbox="297 501 1187 855"><b>Believe:</b> 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 data-bbox="297 916 1187 1062"><b>Celebrate:</b> Why Catholics pray the Creed at Mass. How Catholics experience God's forgiveness in the Sacrament of 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.</p> <p data-bbox="297 1123 1187 1270"><b>Live:</b> 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).</p>	<p data-bbox="1552 331 1760 355" style="text-align: center;"><u><b>Desert to Garden</b></u></p> <p data-bbox="1211 416 1888 440"><b>Hear:</b> Matthew's Gospel – Events leading to Jesus' Death</p> <p data-bbox="1211 501 2101 691"><b>Believe:</b> 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 data-bbox="1211 751 2101 940"><b>Celebrate:</b> 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 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.</p> <p data-bbox="1211 1000 2101 1147"><b>Live:</b> 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).</p>



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English	<u><b>Class reader</b></u>  The Explorer by Katherine Rundell  The Firework Maker's Daughter by Philip Pullman  <u><b>Writing Outcomes</b></u>  <b>Vehicle Text Spring 1:</b> Arthur and the Golden Rope by Joan Todd -Stanton  <b>Narrative:</b> Myth  <b>Non-fiction:</b> Information text  <b>Vehicle Text Spring 2 :</b> The Lost Happy Endings by Carol Ann Duffy  <b>Narrative:</b> Twisted Narrative  <b>Non Fiction :</b> Persuasive letter		<b>Sentence Accuracy Coverage (grammar/punctuation)</b> <ul style="list-style-type: none"><li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</li><li>• Grammatical differences between the plural and possessive ‘s’</li><li>• Using a wider range of conjunctions (when, if, because, although, before, after, while)</li><li>• Use Fronted adverbials</li><li>• Use Nouns or pronouns to aid cohesion and avoid repetition</li><li>• Use commas after fronted adverbials</li><li>• Use possessive apostrophe with plural nouns</li></ul>	<b>Spellings</b> <ul style="list-style-type: none"><li>• adding the suffix -ous with no change to the root word</li><li>• adding the suffix -ous to words ending in -our, ending in -ge,</li><li>• adding the suffix -ous (where the -i makes an /ee/ sound)</li><li>• adding the suffix -ous (where the -e makes an /ee/ sound)</li><li>• adding the prefixes de-, over- , ir - , re- ,</li><li>• spelling words with the silent letters gh.</li><li>• adding the prefix sub-, super-, anti- , auto –</li><li>• spelling words with the sound /u/ spelt as ou</li><li>• spelling words with the silent letter d</li></ul>
Maths	<b>Daily Practice</b> <ul style="list-style-type: none"><li>• Retrieval – FB4</li><li>• Counting X tables revision</li><li>• Basic skills games</li></ul>	<b>Multiplications and Division</b> <ul style="list-style-type: none"><li>✓ Factors</li><li>✓ Multiplying by 10, 100</li><li>✓ Related facts</li><li>✓ Written methods for multiplication and division</li></ul>	<b>Length and Perimeter</b> <ul style="list-style-type: none"><li>✓ Measures in km and metres</li><li>✓ Perimeter of shapes</li><li>✓ Missing lengths</li></ul>	



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	<b>Fractions</b> <ul style="list-style-type: none"><li>✓ Partition whole</li><li>✓ Mixed numbers and improper fractions</li><li>✓ Equivalent fractions</li><li>✓ Adding and subtracting fractions</li></ul>	<b>Decimals</b> <ul style="list-style-type: none"><li>✓ Tenths and hundredths as decimals and fractions</li><li>✓ Dividing by 10, 100</li></ul>	All maths will have reasoning and problem solving interwoven throughout the children’s learning.
<b>Science</b>	<b>Sound</b> <ul style="list-style-type: none"><li>- Explain how sound sources vibrate to make sounds.</li><li>- Explain how vibrations change when the loudness of a sound changes.</li><li>- Explain how sounds travel to reach our ears.</li><li>- Describe the pitch of a sound</li><li>- Describe patterns between the pitch of a sound and the features of the object that made the sound.</li><li>- Explain how sound travels through a string telephone.</li><li>- Identify the best material for absorbing sound.</li><li>- Create a musical instrument that can play high, low, loud and quiet sounds.</li><li>- Make observations and conclusions.</li><li>- Be able to answer questions based on their learning.</li></ul>	<b>Electricity</b> <ul style="list-style-type: none"><li>- They will learn to identify electrical and nonelectrical appliances.</li><li>- They will be able to explain, with support, how a circuit works.</li><li>- Children will be able to name at least two electrical conductors and insulators.</li><li>- They will be able to create a simple series circuit both with and without a switch.</li><li>- They will be able to accurately record their findings in a table.</li></ul>	



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<b>Computing</b>	<b>Branching Databases</b> <ul style="list-style-type: none"><li>- Pupils learn about the concept of branching database and create their own using presentation software</li></ul> <b>Repetition and Forever Loops</b> <ul style="list-style-type: none"><li>- Pupil learn to use repeat loops in their code.</li></ul>	
<b>History</b>	<b>Why did Shanghai gift the Chinese arch to Liverpool?</b> <ul style="list-style-type: none"><li>- Begin to find and construct answers from sources.</li><li>- Find answers from sources that go beyond simple observations: make deductions.</li><li>- Use a variety of sources to gain historical understanding</li><li>- Construct an informed response from relevant historical evidence</li><li>- Develop secure knowledge of local history</li><li>- Address and devise historically relevant questions.</li><li>- Demonstrate secure knowledge of local history</li><li>- Construct an informed response from relevant historical evidence</li></ul>	Make links can be made with other ancient civilisations and societies they have studied  <b>Historical skill development...</b> <ul style="list-style-type: none"><li>▪ Historical enquiry including how evidence is used to make historical claims</li><li>▪ Developing understanding of historical concepts such continuity and change, similarity and difference, and significance.</li><li>▪ Use of specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, archaeology, interpretation, bias, evidence</li></ul>
<b>Geography</b>	<b>Rivers</b> <ul style="list-style-type: none"><li>• Know the main parts and course of the river system.</li><li>• Know how the river erodes, transports and deposits materials to produce particular landscape features.</li><li>• To carry out a local river study.</li><li>• To carry out a worldwide river study.</li><li>• Understand the causes and effects of water pollution.</li><li>• Understand the causes and effects of flooding.</li></ul>	
<b>Music</b>	All children will be accessing the music curriculum through our violin lessons delivered by Resonate Liverpool.	



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<b>Art</b>	<b>Traditional Indian Art</b> <ul style="list-style-type: none"><li>• To explore the history and styles of Indian painting</li><li>• To explore the art displayed during the Indian elephant festival.</li><li>• To explore and create Mehndi patterns.</li><li>• To explore the Indian block-printing technique.</li><li>• To explore and create rangoli patterns.</li></ul>	
<b>Design Technology</b>	<b>Electrical Systems – Light boxes</b> <ul style="list-style-type: none"><li>• I can investigate and analyse a range of existing battery-powered products.</li><li>• I can gather information about needs and wants</li><li>• I can generate, develop, model and communicate realistic ideas</li><li>• I can select from and use tools and equipment to cut, shape, join and finish</li><li>• I can evaluate my ideas and products against my own design criteria and identify the strengths and areas for improvement in my work.</li><li>• I understand and can use electrical systems in my product, such as series circuits incorporating switches, bulbs and buzzers.</li></ul>	
<b>PE</b>	<b>Gymnastics</b> <ul style="list-style-type: none"><li>• To develop individual and partner balances.</li><li>• To develop control in performing and landing rotation jumps.</li><li>• To develop the straight, barrel, forward and straddle roll.</li><li>• To develop the straight, barrel, forward and straddle roll.</li><li>• To develop strength in inverted movements.</li></ul>	<b>Athletics</b> <ul style="list-style-type: none"><li>• To develop stamina and an understanding of speed and pace in relation to distance.</li><li>• To develop power and speed in the sprinting technique.</li><li>• To develop technique when jumping for distance.</li><li>• To develop power and technique when throwing for distance.</li><li>• To develop a pull throw for distance and accuracy.</li><li>• To develop officiating and performing skills.</li></ul>



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<b>PHSE</b>	<b>Respect</b> <ul style="list-style-type: none"><li>• To realise how important friendships are in making us feel happy and secure.</li><li>• To identify the characteristics of friendships</li><li>• To appreciate the importance of self-respect</li><li>• To understand that most friendships have ups and downs</li><li>• To recognise who to trust and who not to trust</li><li>• To recognise reasons for rules and laws</li><li>• To understand that bullying has a negative and often lasting impact</li><li>• To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others</li></ul>	<b>Emergency Situations</b> <ul style="list-style-type: none"><li>• To learn how to make a clear and efficient call to emergency services</li><li>• To understand concepts of basic first aid</li><li>• To learn how to respond to fire safety issues within school and in the home</li><li>• To identify the dangers water can pose and how these can be avoided or reduced</li></ul>
<b>RHSE</b>	<b>Physical</b> <ul style="list-style-type: none"><li>• To describe how we should treat others making links with the diverse modern society we live in</li></ul>	
<b>Enrichment weeks</b>	<ul style="list-style-type: none"><li>• <b>Epiphany</b></li><li>• <b>Chinese/Lunar New Year</b></li><li>• <b>Ash Wednesday</b></li><li>• <b>Lent</b></li><li>• <b>World Book Day</b></li><li>• <b>STEM Week</b></li><li>• <b>Hispanic Week</b></li></ul>	