

YEAR 4 CURRICULUM 2024-25

Autumn Term - RE	Rationale
RE Autumn 1 – Creation and Covenant – Branch 1 brings together significant people scattered across the story of salvation. Beginning with Abraham and ending with contemporary figures like Saint Oscar Romero and Saint Therese of Lisieux, children are invited to understand how lives lived in faith, love and hope can bring a sense of deep relationship with self, others and God.	Teaching Abraham, St Oscar Romero and St Thérèse of Lisieux enables pupils to explore different ways of responding to God's call and living out their faith. Abraham helps children understand faith, trust and obedience to God. St Oscar Romero provides a powerful example of courage, justice and standing up for the dignity of others. St Thérèse of Lisieux shows that holiness can be found in everyday acts of love, kindness and service through her 'little way'. For pupils in our school, these figures also broaden children's understanding of the universal Church. Their different cultural and historical contexts help pupils appreciate that Catholic faith is lived out by people across the world and encourages respect for different cultures and experiences. Together, their stories support Catholic Social Teaching and help pupils consider how they can trust God, stand up for others and show love through their everyday actions.
RE Autumn 2 – Prophecy and Promise – Branch 2 prepares us to welcome Our Lord and Christmas by looking at the prophecies told of his coming in the Bible. We will study the lives and significance of Elijah and John the Baptist, and the importance of the celebration of Christ the King.	Teaching Elijah, John the Baptist and Christ the King enables pupils to explore faith, courage, preparation and the kingship of Jesus. Elijah provides an example of trusting God and having the courage to stand firm in faith, even when facing opposition. John the Baptist helps pupils understand the importance of preparing for Jesus, repentance and recognising God's call. Christ the King enables pupils to explore Jesus as a different kind of king—one who leads through love, service, humility and sacrifice rather than power. For our pupils, these themes encourage them to see faith as something active and lived. They can consider how they respond to challenges, prepare their hearts for Christ and follow Jesus' example by serving others. Together, these topics strengthen pupils' understanding of discipleship, Scripture and Catholic Social Teaching, while encouraging them to live with courage, humility and a commitment to serving their community.
Autumn Term – Topics	Rationale
Geography – Adventures Across the Americas - During this project, children will explore North and South America using maps, atlases, globes and online mapping tools. They will identify countries, investigate climate zones and research one country in depth. They will compare the Sierra Nevada, Lake District and Alps, before	Teaching the geography of North and South America provides pupils with an opportunity to develop their understanding of the diversity of people, places, landscapes and environments across the world.

planning a route across the Americas visiting key human and physical features. Finally, they will write an explorer's log, share their work and answer the project question.	For our pupils, studying these continents helps to broaden their geographical and cultural horizons, moving beyond their immediate local experience. Pupils can explore contrasting climates, physical features, ecosystems, cities and communities, while developing an appreciation of different cultures and ways of life. The topic also supports our school's commitment to respect, dignity and care for our common home. Exploring issues such as the Amazon rainforest, natural resources, climate and human impact encourages pupils to consider their responsibility to protect God's creation and to recognise our shared global responsibility. Through studying North and South America, pupils develop essential geographical skills while becoming more globally aware, culturally curious and respectful of the diverse world in which they live.
History – Invaders and Settlers: The Anglo-Saxons - During this project, children will explore who the Anglo-Saxons were, why they came to Britain and what happened after the Romans left. They will use stories and historical sources to investigate everyday life, learn about the spread of Christianity and discover the story behind Sutton Hoo. At the end of the project, they will consider the Anglo-Saxon's lasting influence on Britain.	This is a significant period in British history and how it helped shape the country in which they live today. For pupils in a small, predominantly white Catholic school in Bolton, studying the Anglo-Saxons provides opportunities to explore migration, settlement, conflict, culture and changing communities. Learning about where people came from and why they moved helps pupils understand that Britain has always been influenced by different peoples and cultures. The topic also provides a valuable opportunity to explore the development of Christianity in Britain, including the role of missionaries and the growth of Christian communities. This links meaningfully with the school's Catholic identity and enables pupils to consider how faith has influenced British history and society. Through studying the Anglo-Saxons, pupils develop their historical knowledge and enquiry skills while gaining a deeper understanding of change, continuity, migration and the diverse influences that have shaped Britain.
Science – Eat, Chew, Digest - During this project, children learn about food chains and food webs, exploring what these scientific diagrams show and how they compare. They revisit interdependence and chat about how living things rely on each other. They also explore the human digestive system, teeth types and oral hygiene. Finally, they investigate how effective toothpaste is at protecting teeth. Science – The Science of Sound – During this project, children learn that sounds are vibrations	For children to understand how our bodies process food, to understand how this is keeps their bodies healthy and how it can be unhealthy. To allow our children to make healthy choices for their dental, digestive and wider health. For children to understand how this is similar and different in other animals and wider their knowledge of the animal world. We want our children to make informed and active decisions about looking after their health and their body. For children to explore how sounds are made, travel and change through exploring, talking

travelling from sound sources, such as a person's vocal cords, musical instruments and machinery, through solids, liquids or gases to the ears. They explore how instruments make sounds, investigate pitch, volume, distance and direction, use a sound meter, change pitch in different ways and use enquiry to explain the fascinating science of sound.	about, testing and developing ideas about sound. They will learn to ask their own questions about what they observe and make decisions about which types of scientific enquiry are likely to be the best ways of answering them, draw conclusions and use scientific language.
Design & Technology – Preserve It! – children learn about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.	Our children need to have a good understanding of the benefits of fresh, healthy foods and snacks as part of their regular diet to help them make healthy choices now and set them up for a long term healthy lifestyle. This project will help them understand why foods need to be fresh and well preserved and help them be independent in how they can do this.
Art & Design – The Power of Colour - During this project, children learn how warm and cool colours are created, mixed and used by artists to create contrast, depth and atmosphere. They explore how colour choices can evoke different feelings, study examples from Aboriginal art and Vincent van Gogh, and apply their understanding through practical artwork. Children refine, discuss and evaluate their work, making thoughtful decisions about colour to enhance meaning and impact.	Children at St Bernard's will learn to use colour effectively, therefore developing their personal creativity and exploratory techniques. We believe knowledge of colour theory, tone, line and shape underpins all artistic study and practice. Without a clear understanding of these areas, pupils struggle to both analyse and interpret work of artists they study and therefore we believe these skills are fundamental for our children. Throughout this project, pupils will develop their own freedom within art through experimentation. They will develop a deeper understanding of the importance of colour in art, its impact on mood and emotion and will therefore, enrich their cultural understanding, by gaining knowledge how colour is used by other artists. Our children live in an increasingly digital world and this project engages them with a traditional skill that develops fine motor skills, motor planning, making practical adjustments and developing a physical skill. This will allow them to explore materials in a new way and find value in handmade and organic products.
Computing – Digital Citizenship - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Children need to examine the consequences of their online activity—both good and bad. When teaching Digital Citizenship it is vital that we thoroughly embed the principles of staying safe online and then move onto web content and how they interact with it. It is important to use real world examples with our children to ensure that their learning is relevant to their life experiences.

Computing – Digital Literacy - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	The essential component of digital literacy when it comes to the field of pedagogy is deep learning; of which there are six core skills: Collaboration; Creativity; Critical thinking; Citizenship; Character Traits such as grit, tenacity, perseverance, and resilience; alongside a desire to make learning an integral part of living. Communication.
French Autumn 1 – All Around Town – children will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French. French Autumn 2 – On the Move – children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context.	Pupils at St Bernard's will develop positive attitudes towards foreign languages and other cultures across the world. They will become active learners with improved memory and performance skills, which we believe are key skills throughout life. Foreign languages open up career opportunities and broaden horizons to enable our pupils to succeed in their future aspirations. To develop their confidence in the wider world and equip them with the skills to communicate when travelling abroad. It also enables them to develop future careers.
Music – Playing with Rhythm – playing together and rhythmic structures - This term you can rustle up rhythm pizza and beatbox with Beardyman! Beginning with activities to get children performing together rhythmically, the children will learn to follow musical instructions and experience how it feels to be the conductor! Throughout the term, the children will develop their knowledge of rhythmic notation and use movement to express these concepts. They will have fun exploring songs such as Harvest Samba and will learn how music can be built by combining layers of rhythm. Developing ensemble skills is a key focus and the children will learn to stick to their own part in a group as well as thinking about ways to improve their group performances. The term ends with children composing music within a rhythmic framework with a selection of activities to choose from – the children could write new lyrics to a song, explore rhythm grid notation or create a class composition using rhythmic mot	The Sparkyard Music Curriculum provides children with a clear sequence of musical activities to develop their confidence in Music within the classroom. With fabulous Out of the Ark songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.
Spring - RE	Rationale
RE Spring 1 – Galilee to Jerusalem – Branch 3 studies Jesus travelling and teaching and celebrates the miracles he performed. We reflect on how wonderful they were and how we still see his impact in our world today.	Teaching pupils about Jesus' miracles enables them to explore who Jesus is and what his actions reveal about God's love. Through stories of healing, feeding, calming storms and raising people from death, pupils can consider themes of faith, compassion, hope, forgiveness and trust in God. For pupils our school, the miracles provide accessible opportunities to deepen their understanding of the Gospel and the person of Jesus, while encouraging them to reflect on how

	his example should influence their own lives. They can explore how Jesus responds to people who are suffering or excluded, linking this to the Catholic values of human dignity, compassion and care for others. Studying the miracles also encourages pupils to ask thoughtful questions about faith and belief, recognising that Christians understand miracles as signs of God's presence and power. The topic therefore supports both pupils' religious understanding and their spiritual development, encouraging them to respond to others with greater kindness, hope and love.
RE Spring 2 – Desert to Garden – Branch 4 focusses on Lent as a journey. We follow Jesus as he shares parables with his follows and his progression through Holy Week.	At this most important time of the Catholic calendar, teaching pupils about Lent and Holy Week enables them to deepen their understanding of the central events of the Catholic faith: Jesus' suffering, death and Resurrection. Through exploring the journey from Ash Wednesday to Easter Sunday, pupils can develop an understanding of prayer, fasting, repentance, sacrifice, forgiveness and hope. For our pupils, Lent provides opportunities to connect their faith with their everyday lives. Pupils can reflect on how they can make positive changes, show kindness, forgive others and support those in need, linking with Catholic Social Teaching and the school's commitment to serving the community. Exploring Holy Week also enables pupils to understand and participate more meaningfully in the liturgical life of the Church, including Palm Sunday, the Last Supper, Good Friday and the Easter Vigil. The topic supports pupils' spiritual development and helps them recognise that, for Catholics, Easter is a celebration of new life, hope and God's enduring love.
Spring – Topics	Rationale
History – The Viking Age: Fear from the Sea - Information to Follow	Information to Follow
Geography – Rivers: From Source to Sea - Information to Follow	Information to Follow
Science – Kingdoms of Life - Information to Follow Science – Mission Materials - Information to Follow	Information to Follow
Art and Design – Animals in Art - Information to Follow	Information to Follow
Design and Technology – Patterns and Print - Information to Follow	Information to Follow
Music – Musical Contrasts - Staccato or legato, forte or piano, major or minor - this term is all about musical contrasts. Beginning with songs and activities which explore different instrumental timbres, the children will learn how instruments can be grouped and classified in different ways. They will listen to music such as The Young Person's Guide To The Orchestra by	The Sparkyard Music Curriculum provides children with a clear sequence of musical activities to develop their confidence in Music within the classroom. With fabulous Out of the Ark songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the

Benjamin Britten and identify orchestral families (i.e. string, woodwind, brass, percussion). As well as comparing instrumental timbre, they will also learn to identify changes in tonality through singing songs, as well as developing recognition of major and minor chords through simple listening games. Playing together as an ensemble is a key focus for the term. The children will learn to lead and follow musical instructions and understand the importance of keeping an eye on the conductor! They will explore contrasts between staccato and legato articulation when singing and playing and learn to vary dynamics, tempo, timbre and pitch through a Kandinsky-inspired improvisation! The children will end the term by developing their understanding of musical structure. With a selection of activities to choose from, they can create music in AB or rondo form or explore motifs with a game of Musical Top Trumps!	year groups, building on knowledge and understanding at every stage.
French -	
Summer - RE	Rationale
RE Summer 1 – To the Ends of the Earth – Branch 4 studies the life and work of the apostles after Jesus’ ascension into heaven. We study St Peter in detail, and the legacy of the Early Church in today’s society.	Teaching pupils about the early Catholic Church and St Peter enables them to understand the origins of the Church and how the first Christians responded to Jesus' teaching. Learning about St Peter helps pupils explore themes of faith, leadership, courage, forgiveness and discipleship. For our pupils, this topic helps them understand their place within the wider and universal Church. Exploring the experiences of the early Christian communities demonstrates that the Church has its roots in diverse people and communities, and that faith has been shared.
RE Summer 2 – Dialogue and Encounter – In Branch 5, we meet St Paul and discover his teachings. We also study the faith of Islam and its 5 Pillars. We find common ground in values and origins between these two Abrahamic faith.	Teaching pupils about St Paul and the faith of Islam enables them to explore how religious beliefs and traditions have developed and influenced communities across the world. Learning about St Paul helps pupils understand the growth of the early Church and how his missionary journeys helped spread Christianity beyond its original communities. His story highlights conversion, courage, perseverance and sharing faith with others, while showing that people can experience profound change. Studying Islam gives pupils the opportunity to learn about the beliefs and practices of Muslims, including prayer, the Qur'an, the Five Pillars and the importance of community. For pupils our school, this is particularly valuable in developing religious literacy, respect and understanding of people from different backgrounds.

	Together, these areas encourage pupils to recognise both the distinctiveness of Christianity and the importance of respectful dialogue with other faiths. The learning supports the Catholic values of human dignity, respect, compassion and peaceful relationships, helping pupils to become thoughtful and respectful members of an increasingly diverse society.
Summer – Topics	Rationale
History – Cradles of Civilisation - Information to Follow	Information to Follow
Geography – Mighty Mountains - Information to Follow	Information to Follow
Science – Power Up! - Information to Follow Science – Oceans Alive - Information to Follow	Information to Follow
Art and Design – Designs of the Islamic World - Information to Follow	Information to Follow
Design and Technology – Mighty Machines - Information to Follow	Information to Follow
Music – Melody Builders - The term begins with a range of songs and activities to get the children describing and internalizing pitch. As well as singing aloud, they will also learn to use their 'thinking voice', exploring games and songs such as That's The Way We're Put Together and Moving To The Music. From a pentatonic lucky dip to call-and-response melodies, the children will develop their composition and improvisation skills as they learn to create simple melodies using a given range of notes. As the term moves on, the children will compose and notate melodies using graphic and letter notation. They will identify how melodies can be organized in different ways, exploring cumulative structure in songs such as In The Jungle and identifying the use of call and response in the Papageno/Papagena duet from The Magic Flute by Mozart. Using song structure as inspiration, the term ends with an opportunity to compose lyrics and create simple musical arrangements, preparing them for performance. From a choice of activities, the children can write a new verse for a song, create and notate performance directions to accompany sections of a song or plan a class performance.	The Sparkyard Music Curriculum provides children with a clear sequence of musical activities to develop their confidence in Music within the classroom. With fabulous Out of the Ark songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.
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