ST STEPHEN'S C OF E FIRST SCHOOL

YEAR 4 SPRING TERM CURRICULUM OBJECTIVES

Spring 1 and Spring 2 | 2025 to 2026

Reading

Units Varjak Paw; The Boy at the Back of the Class

- Read aloud with accuracy, fluency and appropriate expression.
- Use roots, prefixes and suffixes to work out unfamiliar words.
- Discuss vocabulary and explain the meaning of words in context.
- Ask questions, make predictions and check that a text makes sense.
- Infer characters' feelings, thoughts and motives using evidence.
- Identify themes and main ideas across a longer narrative.
- Explain how language, structure and viewpoint create meaning.
- Discuss books clearly, listen to others and justify opinions.

Writing

Units Stories from other cultures; explanatory texts; persuasive adverts; adventure stories

- Plan writing by studying similar texts, gathering ideas and organising content.
- Compose and rehearse sentences using varied vocabulary and sentence structures.
- Organise paragraphs around a theme and use headings or other features when useful.
- Create settings, characters and plots in third-person adventure narratives.
- Use precise nouns, expanded noun phrases and fronted adverbials for effect.
- Choose nouns and pronouns carefully to support cohesion.
- Use paragraphs, conjunctions and technical vocabulary in explanations.
- Evaluate, edit and proofread writing, then read it aloud clearly.

Maths

Units Multiplication and division; fractions; decimals; measure and problem solving

- Recall multiplication and division facts up to 12 × 12 and use related facts.
- Multiply and divide by 10 and 100, explaining the effect on place value.
- Multiply and divide one- and two-digit numbers by 10 and 100.
- Solve problems involving multiplication, division and scaling.
- Recognise, find and write fractions of quantities and shapes.
- Recognise equivalent fractions and add or subtract fractions with the same denominator.
- Recognise and write decimal equivalents of tenths and hundredths.
- Measure, calculate and explain solutions using efficient methods.

Science

Units Spring 1: Animals including humans. Spring 2: Electricity

- Describe the simple functions of the basic parts of the digestive system.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers.
- Recognise that environments can change and this may pose dangers to living things.
- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit and identify its basic parts.
- Use recognised symbols to represent simple circuit components.
- Plan enquiries, record results and use evidence to draw conclusions.

Geography

Units Spring 2: The water cycle

- Describe and explain the stages of the water cycle.
- Use vocabulary including evaporation, condensation, precipitation and collection.
- Identify how temperature affects evaporation and condensation.
- Use maps, atlases, globes and digital mapping to locate water features.
- Use diagrams and fieldwork observations to communicate geographical information.
- Ask geographical questions and explain patterns using evidence.

History

Units Spring 1: The Viking and Anglo-Saxon struggle for the Kingdom of England

- Place Viking raids, invasions and settlement within a chronological framework.
- Explain why Vikings and Anglo-Saxons came to Britain and where they settled.
- Study the struggle for the Kingdom of England, including Alfred the Great.
- Describe aspects of Viking and Anglo-Saxon life, culture and belief.
- Investigate the importance of key people and events, including Athelstan.
- Use primary and secondary sources to ask and answer historical questions.
- Explain cause, consequence, continuity and change using relevant evidence.

Computing

Units Spring 1: Repetition in shapes. Spring 2: Data logging

- Use a sequence of commands to create and debug a program.
- Use repetition and loops to draw regular shapes and patterns.
- Explain how a program works using precise computational vocabulary.
- Decompose a task into smaller steps and test solutions systematically.
- Understand that data can be collected over time using a data logger.
- Plan what data to collect and choose suitable sensors or inputs.
- Record, interpret and present data in tables or graphs.
- Use technology safely, respectfully and responsibly.

Art and Design

Units CUSP Block C: Printmaking and textiles; CUSP Block D: 3D and collage

- Explore repeated motifs, pattern, line, shape, texture and colour.
- Develop control when printing, layering and transferring marks.
- Combine textiles and printed materials to communicate an idea.
- Use sketchbooks to record observations, experiments and developing designs.
- Explore three-dimensional form through construction, joining and modelling.
- Select and combine materials thoughtfully for a considered final piece.
- Review and refine artwork, explaining choices and identifying improvements.

Design and Technology

Units Spring 1: Structures. Spring 2: Electrical systems

- Use research and design criteria to create a purposeful product.
- Generate, communicate and develop ideas through sketches and prototypes.
- Understand how structures can be strengthened, stiffened and made more stable.
- Select suitable materials and tools, measuring and cutting accurately.
- Build, test and improve a stable structure against agreed criteria.
- Understand and use simple electrical systems in a product.
- Apply technical knowledge safely and evaluate the finished product.

French

Units CUSP Block C: Items in daily life; CUSP Block D: Learning together

- Listen attentively and respond to familiar spoken language.
- Recognise and reproduce accurate sounds and pronunciation.
- Name and describe familiar items from daily life.
- Ask and answer simple questions using familiar vocabulary.
- Read and show understanding of familiar words and phrases.
- Write short sentences from memory and adapt known language.
- Use language to work with others and share simple information.

Religious Education

Units Spring 1: What kind of world did Jesus want?

- Identify teachings of Jesus about how people should live together.
- Explore parables and stories that communicate Christian values.
- Explain links between Jesus' teachings and ideas about justice, kindness and forgiveness.
- Consider how Christians put these teachings into action today.
- Compare different responses to questions about the world and human responsibility.
- Ask thoughtful questions and give reasoned responses using evidence.

Music

Units Spring 1: Music notation. Spring 2: History of singing

- Sing and perform with increasing control of pitch, rhythm and diction.
- Read and write simple rhythmic and melodic notation.
- Keep a steady pulse and perform repeated patterns accurately.
- Compose and record short musical ideas using notation or symbols.
- Listen to singing from different times and places and identify features.
- Describe how voices, texture and dynamics create musical effect.
- Evaluate performances and identify specific improvements.

Physical Education and Swimming

Units Hockey; dance; rugby

- Use running, jumping, throwing and catching in combination.
- Apply attacking and defending principles in hockey and rugby.
- Develop passing, dribbling, striking and receiving skills with control.
- Develop flexibility, strength, technique, control and balance.
- Create, perform and evaluate dance sequences using space and dynamics.
- Work collaboratively and apply tactics in competitive situations.
- Use a range of strokes effectively and perform safe self-rescue.

PSHE

Units Spring 1: Physical wellbeing. Spring 2: Keeping safe and managing risk

- Understand how regular physical activity supports health and wellbeing.
- Recognise the importance of sleep, a balanced diet and personal hygiene.
- Identify ways to look after mental wellbeing and manage feelings.
- Recognise hazards and make safer choices in different situations.
- Understand how to assess risk and know when to seek help.
- Know how to stay safe when playing, travelling and using equipment.
- Explain how trusted adults and emergency services can support safety.