



Term		Autumn		Spring		Summer	
<u>CST</u>		Rooted in love Care of Creation The world was made by God, so we take care of God's creation.	Rooted in Love Preferential Option for Love The 'preferential option' means allowing someone to have the first choice.	Rooted in Love Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.	Rooted in Love Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.	Rooted in Love Dignity of Workers Work is fundamental to the dignity of a person	Rooted in love Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.
	<u>RE</u>	Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to garden	Branch 5: To the Ends of the Earth	Branch 6: Dialogue and Encounter
		The story of Abraham. Joseph and his family. Virtues and the way a person lives	Prophets waken expectation of the Messiah. Jesus's ancestry. Advent.	Jesus' miracles. The Sacraments of Reconciliation and the Sick.	God's mercy and forgiveness. Holy Week.	The Resurrection. St Peter. The Church in the world. Mary, Mother of the Church.	Life and work of St Paul. Universal Catholic Church. Five pillars of Islam.



2025-2026

THE HOLY FAMILY SCHOOL YEARLY OVERVIEW

Year: 4

Teacher: Miss Clifford



English

Class book: **Call me Lion-**
Camilla Chester



1 WEEK WHOLE SCHOOL PROJECT- Hermelin

HFL Narrative: Arthur and the Golden Rope (2 weeks)

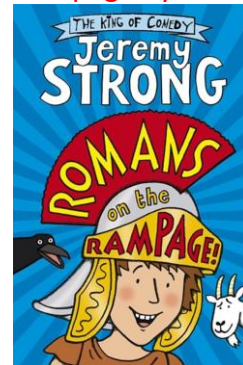
Type of writing produced:
A narrative



HFL Persuasive Speech: The King who Banned the Dark (2 weeks)

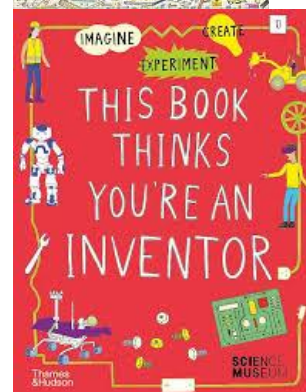
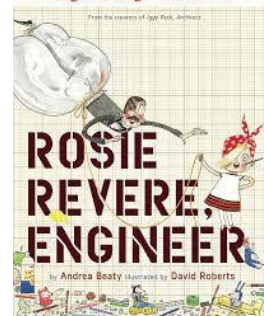
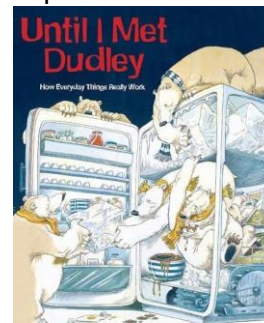
Type of writing produced:
A speech

Class book: **Romans on the Rampage** by Jeremy Strong



HFL Explanations: Until I met Dudley, Rosie Revere, This book thinks you're an inventor and How everything works (3/4 weeks)

Type of writing produced:
Explanation text

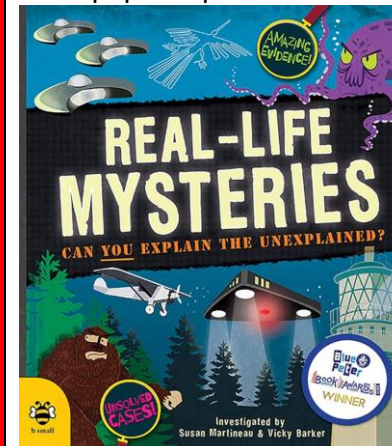


Class book: **Alice in Wonderland** by Louis Carroll



HFL Newspaper reports: Real-life mysteries (3/4 weeks)

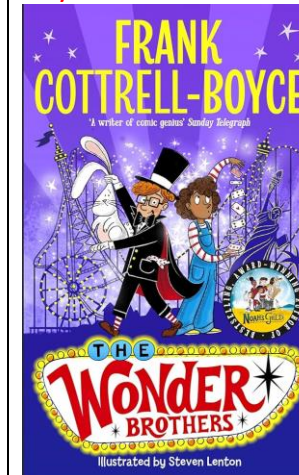
Type of writing produced:
Newspaper report



HFL Travel leaflets: Africa, Amazing Africa, Take a Bite, India, Incredible India and the Big Book of the UK (2 weeks)

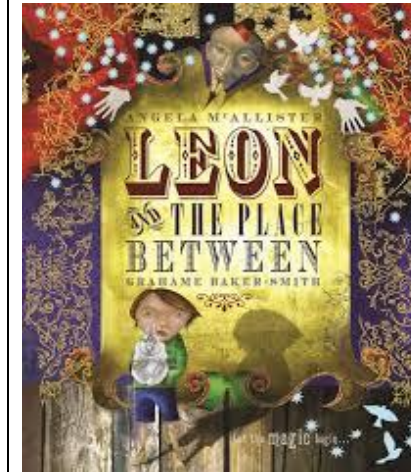
Type of writing produced:
Information leaflet

Class book: **The Wonder Brothers** by Frank Cottrell-Boyce



HFL Narrative: Leon and the Place Between (3/4 weeks)

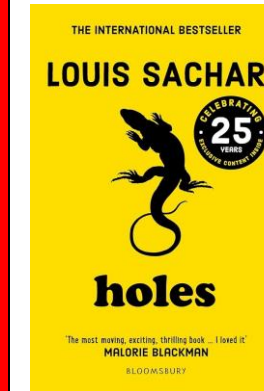
Type of writing produced:
Narrative



HFL Poetry: Haiku- The Works: every kind of poem you'll ever need (2/3 weeks)

Type of writing produced:
Haiku poem

Class book: **Holes** by Louis Sachar



HFL Persuasive language: Malala's magic pencil and Greta and the Giants (3 weeks)

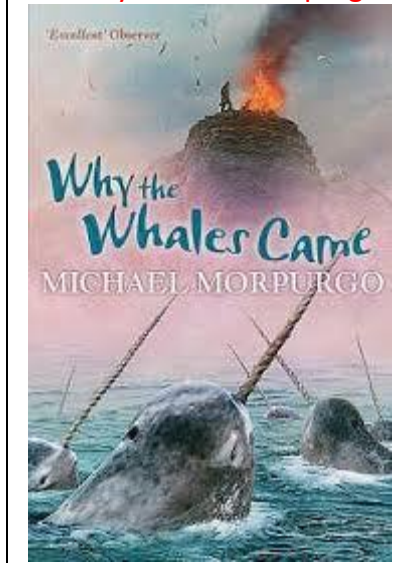
Type of writing produced:
Persuasive writing



HFL Non Chronological Report (3 weeks)

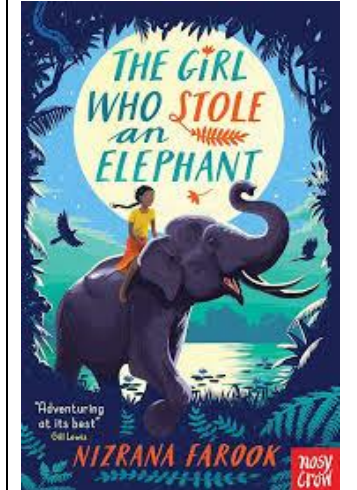
HFL Poetry: Stars with Flaming tales (1 week)

Class book: **Why the Whales came** by Michael Morpurgo



HFL Narrative: The girl who stole an elephant (3/4 weeks)

Type of writing produced:
Narrative



HFL Poetry: Marshmallow Clouds (2 weeks)

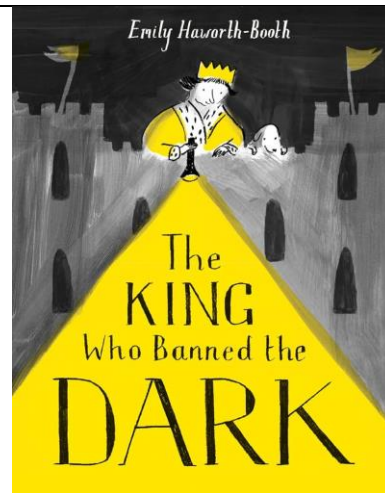


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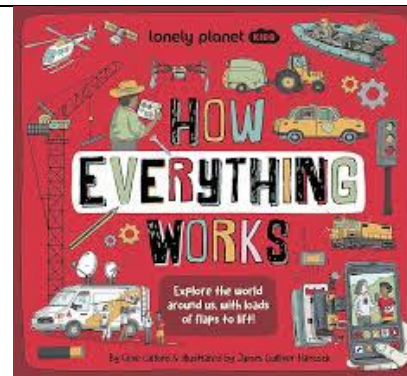
THE HOLY FAMILY SCHOOL YEARLY OVERVIEW

Year: 4

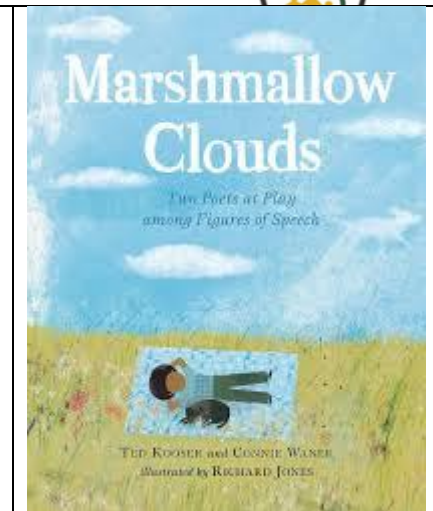
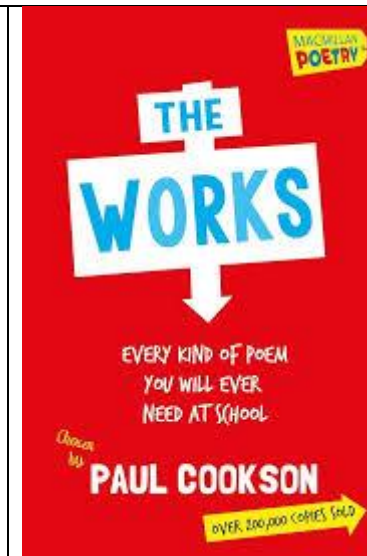
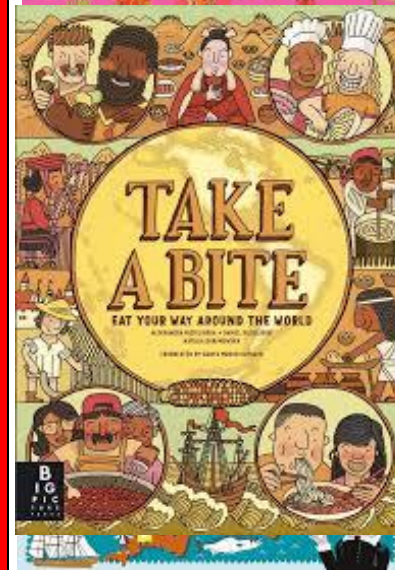
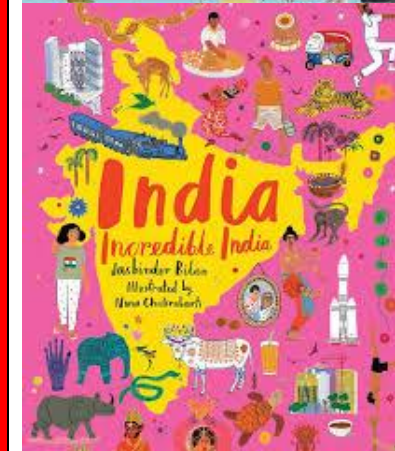
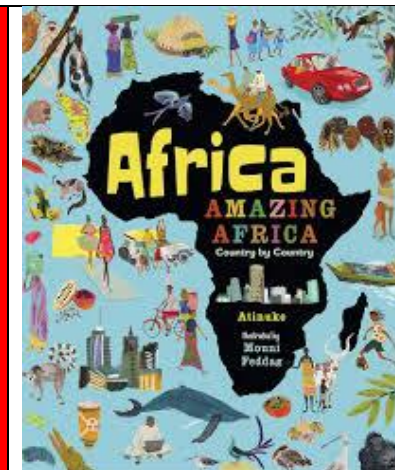
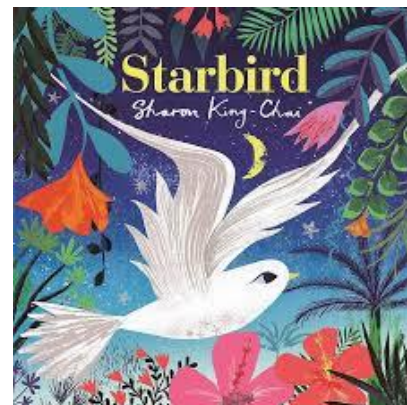
Teacher: Miss Clifford



HFL Poetry (free verse): The Small Dragon (1 week)
Type of writing produced: Free verse poetry



HFL Narrative: Starbird and Zeraffa Giraffa (3/4 weeks)
Type of writing produced: Narrative



Spelling

- Review r controlled vowel sounds from KS1
- Review Year 2 common exception words and other high frequency words
- Review vowel suffixes

- Review the suffixes -ly and -ally
- Review -tion and -ation endings
- Explore -sion and -ssion endings
- Explore -cian endings

- Explore more prefixes: sub-, inter-, super-, re-, auto-
- Focus on multi-syllabic words including prefixes and suffixes words from

- Review words with the /ei/ sound spelt ei, eigh, ey
- Focus on vowels: words from the Y3/4 statutory word list
- Review homophones

- Explore suffixes beginning with vowel letters to words of more than one syllable
- Review the soft g sound /dʒ/ spelt g, ge or dge

- Explore words with the /k/ sound spelt ch
- Explore words with the /s/ sound spelt sc
- Explore etymology of words

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2025-2026

THE HOLY FAMILY SCHOOL YEARLY OVERVIEW

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	<ul style="list-style-type: none">Review vowel suffixes -y, -er, est to create adjectives:Review consonant suffixes -ment, -ness, -ful, -less	<ul style="list-style-type: none">Focus on vowel digraphs: words from the Y3/4 statutory word listReview of prefixes: dis-, mis-, in-, im-, il-, ir-, anti-	<p>the Y34 statutory word list</p> <ul style="list-style-type: none">Review the /ɔ:/ sound spelt or, ore, aw and other variationsReview the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w;	<ul style="list-style-type: none">Explore apostrophes for possessionExplore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)Explore the suffix -ous and ious/ eous	<ul style="list-style-type: none">Explore words ending with the /g/ sound spelt -gueExplore words ending with the /k/ sound spelt -queExplore words with the /ʃ/ sound spelt ch-	<ul style="list-style-type: none">Focus on unstressed vowels: words from the Y3/4 statutory word listFocus on silent letters: words from the Y3/4 statutory word list
Guided Reading	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.	Using a variety of GR Yr4 skills across the half term using our class book.
Maths	<ul style="list-style-type: none">Place Value – Order and Compare Numbers Beyond 1000Rounding, Estimation and MagnitudeSecuring Addition and Subtraction Mental FluencySecuring Formal Written Addition and Subtraction FluencyCounting in Multiples of 6, 7, 9, 25 and 1000Multiplication and Division Facts (Times Tables)	<ul style="list-style-type: none">Factor Pairs, Integer Scaling and Correspondence ProblemsProblem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic LawsMultiply and Divide a One or Two-digit Number by 10 and 100Measure – Conversion of UnitsMeasures – Compare, Estimate and CalculateDiscrete and Continuous Data (Time Graphs), Including Application of Scales and Division	<ul style="list-style-type: none">PerimeterProperties of ShapeSymmetryDecimal NumberCalculating with DecimalsMeasure – Money <p>Catholic Social Teaching Lesson Dignity of Work and Rights of Workers <i>Work is important in God’s plan for adults and their families, so jobs and pay should be fair.</i></p> <ul style="list-style-type: none">Problem Solving involving Decimals to Two Decimal Places	<ul style="list-style-type: none">Add and Subtract Fractions with the same denominatorFinding Fractions of QuantitiesFractions in the Context of MeasureEquivalent Fractions, Ordering and ComparingMultiply Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout	<ul style="list-style-type: none">Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written LayoutTime – Read, Write Calculate and Convert Time on Analogue and Digital 12- and 24-Hour ClocksStatistics – Interpret and Present Continuous and Discrete Data, Solve Problems incorporating Measures.Roman Numerals to 100 and ZeroNegative Numbers – Counting through Zero and Calculating in ContextGeometry – AnglesGeometry – Properties of TrianglesGeometry – Coordinates in the First Quadrant and Translations	<ul style="list-style-type: none">Geometry – Position and Direction, incorporating Angles and Plotting Points of a ShapeMultiplication and Division ReviewAreaFractions ReviewApplication and Problem Solving – Developing Operation Sense.





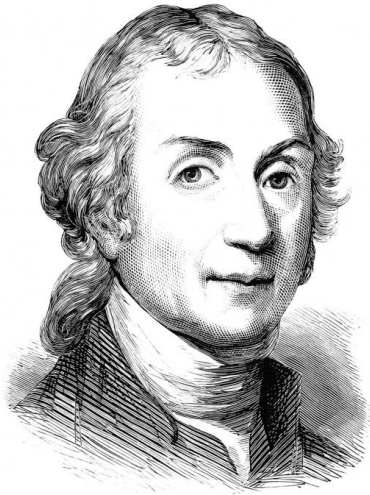


2025-2026

THE HOLY FAMILY SCHOOL YEARLY OVERVIEW

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<p><u>Science</u></p>	<p>Digestion and food</p> <p>Inspirational Scientist: The first African American to receive a Ph.D. from Columbia University, as well as the first African American woman in the United States to earn a Ph.D. in chemistry. She helped to discover the link between high cholesterol and clogged arteries, essential for our understanding of heart disease.</p> 	<p>Electricity and circuits</p> <p>Inspirational scientist linked to Electricity: Marie Curie</p> 	<p>States of matter Inspirational scientist linked to States of Matter: Joseph Priestly</p> 	<p>Sounds and vibrations</p> <p>Inspirational person: Evelyn Glennie- Glennie is a deaf musician who uses vibrations through her body to 'hear' the music</p> 	<p>Classification and changing habitats</p> <p>Inspirational scientist linked to Living things and their habitats: Steve Irwin</p> 	<p>How does the flow of liquids compare?</p>
<u>Geography</u>	Where does our food come from?		Are all settlements the same?	What are rivers and how are they used?		
<u>History</u>		British history 2: Why did the Romans settle in Britain?			How did the achievements of the Maya civilisation influence their society and beyond?	British history 3: How hard was it to invade and settle in Britain?
<u>Computing</u>	<p>Online Safety Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact</p> <p>Unpacking Hardware and Software</p>	<p>Animation Creating digital animations using the 2Animate tool.</p> <ul style="list-style-type: none"> Knowing the types of animation Understanding onion skinning Exploring animation features Using storyboarding <p>Logo</p> <ul style="list-style-type: none"> Learning the text-based Logo coding language to create patterns and shapes Coding sequences, repetition, and procedures. 	<p>Sound Stories Adding narrative and sound effects to create audio books using 2Cast.</p> <ul style="list-style-type: none"> Recording audio content Creating sound effects Post-production editing <p>Effective Searching Exploring how to effectively search the internet. Exploring safety aspects of online information.</p> <ul style="list-style-type: none"> Using a search engine Search rankings 	<p>Coding Developing coding skills using 2Code.</p> <ul style="list-style-type: none"> Introducing selection Exploring design properties Introducing loops Coding number variables 	<p>Composing Beats Using the Busy Beats tool to explore and compose music digitally.</p> <ul style="list-style-type: none"> Exploring pulse, rhythm and tempo Understanding pitch and texture Composing a melody <p>Introduction to AI Understanding what artificial intelligence is, how it can help and the ethics around its use.</p> <ul style="list-style-type: none"> Exploring how AI works 	<p>micro:bit Coding using a micro:bit as an external device. Includes an emulator for schools without micro:bits.</p> <ul style="list-style-type: none"> Exploring sensor inputs and the 0000accelerometer Using variables, inputs and outputs Coding with selection and loops

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2025-2026

THE HOLY FAMILY SCHOOL YEARLY OVERVIEW

Year: 4

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	<ul style="list-style-type: none">Understanding technology and computer systems in relation to their hardware and software.Defining types of technology B Knowing how systems work together B Identifying hardwareUnderstanding software	<ul style="list-style-type: none">Using Logo commands B Writing commands in a sequenceRefining code using repetition and 0000procedures	<ul style="list-style-type: none">Reliable searchingSearch algorithms		<ul style="list-style-type: none">Investigating the positive and negative 0000impacts of AI	
<u>Music</u>	Body and tuned percussion (Theme: Rainforests)	Adapting and transposing motifs (Themes: Romans)	Changes in pitch, dynamics and tempo (Theme: Rivers)	Haiku, music and performance (Theme: Hanami) Year 3 and 4 Easter production	Samba and carnival sounds and instruments	Rock and Roll
<u>Art/DT</u>	Painting and mixed media: Light and dark	Electrical systems Torches	Mechanical systems. Making a slingshot car	Sculpture and 3D: mega materials	Drawing: Power prints	Structures/Pavilions
<u>PE</u>	<u>Football</u> <ul style="list-style-type: none">To develop attacking skills to maintain possession.To develop changing direction and speed when attacking.To begin recognise when to use different attacking skills.To apply attacking skills to move towards a goal.To use defending skills to delay an opponent and gain possession.To apply skills and knowledge to compete in a tournament	<u>Gymnastics</u> <ul style="list-style-type: none">-To develop individual and partner balances.- To develop control in performing and landing rotation jumps.- To develop the straight, barrel, forward and straddle roll.- To develop the straight, barrel, forward and straddle roll.- To develop strength in inverted movements.- To be able to explore pathways and travelling movements.- To be able to create a sequence to include apparatus and inverted movements.- To be able to create a partner sequence to include apparatus. Inspirational gymnast: Simone Biles	<u>Tennis</u> <ul style="list-style-type: none">To develop racket and ball control.To develop returning the ball using a forehand and understand when to use it.To develop the backhand and understand when to use it.To keep a continuous rally going showing increased technique.To use and apply rules and simple tactics.To understand and use rules to manage a game.	<u>Dance</u> <ul style="list-style-type: none">To copy and create actions in response to an idea and be able to adapt this using changes of spaceTo choose actions which relate to the theme.To develop a dance using matching and mirroringTo develop a dance phrase and perform as part of a class performance.	<u>Athletics</u> <ul style="list-style-type: none">-To develop stamina and an understanding of speed and pace in relation to distance.-To develop power and speed in the sprinting technique.-To develop communication skills and technique in relays.-To develop technique when jumping for distance.-To develop fluency and technique in the vertical jump.-To develop power and technique when throwing for distance.-To develop a pull throw for distance and accuracy.-To develop officiating and performing skills. Inspirational athlete: Jessica Ennis-Hill	<u>Rounders</u> <ul style="list-style-type: none">To develop throwing and catching with accuracy and apply these to a striking and fielding game.To develop bowling and learn the rules of the skill within this game.To develop batting technique and understand where to hit the ball.To develop fielding techniques and apply them to game situations.To play different roles in a game and begin to think tactically about each role.To apply skills and knowledge to compete in a tournament

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RSHE		<p>Module 1, Unit 1 Session 1: Get Up! Session 2: The Sacraments</p> <p>Module 1, Unit 2 Session 1: We Don't Have to Be The Same Session 2: Respecting Our Bodies Session 3: What is Puberty? Session 4: Changing Bodies Session 5: Boy/Girl Discussion Groups</p>	<p>Module 1, Unit 3 Session 1: What Am I Feeling? Session 2: What Am I Looking at? Session 3: I Am Thankful!</p> <p>Module 1, Unit 4 Session 1: Life Cycles Session 2: A Time for Everything Session 3: Big Changes, Little changes Classroom Shorts</p>	<p>Module 2, Unit 1 Unit Prayer & Assessment Activity Story Sessions: Jesus, My Friend</p> <p>Module 2, Unit 2 Unit Prayer & Assessment Activity Session 1: Friends, Family and Others Session 2: When Things Feel Bad</p> <p>Module 2, Unit 3 Life Online Classroom Shorts Unit Prayer & Assessment Activity Session 1: Sharing online. Session 2: Chatting online Classroom Shorts</p>	<p>Module 2, Unit 4 Unit Prayer & Assessment Activity Session 1: Safe in my body Classroom Shorts Session 2: Drugs, alcohol, tobacco. Session 3: First Aid Heroes. Session 4: Rights and Responsibilities Classroom Shorts</p> <p>Catholic Social Teaching Lesson Option for the Poor and Vulnerable God wants us to help people who are poor, who don't have enough food, a safe place to live or a community</p>	<p>Module 3, Unit 1 Unit Prayer & Assessment Activity Session 1: A Community of Love Session 2: What is the Church?</p> <p>Module 3, Unit 2 Unit Prayer & Assessment Activity Session 1: How do I love others? Session 2: Working Together Classroom Shorts Session 3: Money Matters</p>
French	<p>Presenting myself</p> <ul style="list-style-type: none">Count to 20.Say their name and age.Say hello and goodbye and then ask how somebody is feeling and answerhow they are feeling.Tell you where they live.Tell you their nationality and understand basic gender agreement rules.	<p>Care for God's Creation - (The world was made by God, so we take care of God's creation).</p> <p>Family</p> <ul style="list-style-type: none">Tell somebody the members, names and various ages of either their own or a fictional family in French.Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.Move from 1st person singular to 3rd person singular of the two high	<p>Seasons</p> <ul style="list-style-type: none">Recognise, recall and remember the 4 seasons in French.Recognise, recall and remember a short phrase for each season in French.<ul style="list-style-type: none">Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.	<p>The Classroom</p> <ul style="list-style-type: none">Recognise and repeat from memory simple classroom objects and use the correct gender.Say what they have and do not have in their pencil case.Recognise and respond to simple classroom commands and praise.	<p>At the tea room</p> <ul style="list-style-type: none">Order from a selection of foods from a French menu.Order from a selection of drinks from a French menu.Order a French breakfast.Order typical French snacks.Ask for the bill.Remember how to say hello, goodbye, please and thank you.	<p>What is the weather?</p> <ul style="list-style-type: none">Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today.Create a French weather map.Describe the weather in different regions of France using a weather map with symbols.



		frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).					
<u>LOTC</u>	<ul style="list-style-type: none">• Hazards and risks• Crosses• Re-enactment of scripture/parables.• Scavenger hunt• Writing stories	<ul style="list-style-type: none">• Foraging for artwork• Drama linked to our guided reading• Friendship activities linked to friendship week• Measuring items linked to our maths• Discussion groups, linked to our RSE	<ul style="list-style-type: none">• Creating graphs and collecting raw data from a litter pick.• Judging different types of behaviour surrounding our bodies and safety.• Stable structure testing with 3D shapes.	<ul style="list-style-type: none">• Ok, unacceptable, unhealthy and risky behaviours, linked to RSE.	<ul style="list-style-type: none">• Summer scavenger hunt• Sharing online (understand dangers of sharing personal information)• First aid heroes (understand first aid protocols)	<ul style="list-style-type: none">• Nature symmetry• Making clocks• Marshmallow toasting	
<u>Educational visits</u>	<ul style="list-style-type: none">• Stanborough athletics trip• Verulamium- St Albans Museum	<ul style="list-style-type: none">• Archery with Jo Moxham	<ul style="list-style-type: none">• Fr. Norbert in to speak to class about his role in the community.	<ul style="list-style-type: none">• Trip to Local River	<ul style="list-style-type: none">• Tring museum linked to science topic		