

St Alban & St Stephen Catholic Primary School & Nursery					Half Termly Overview						Autumn 1 2026 Year 4
Learning and Growing with God by our Side											Suggested draft sequence of lessons- all activities are subject to change
	Focus of Unit	1 3.9.26	2 7.9.26	3 14.9.26	4 21.9.26	5 28.9.26	6 5.10.26	7 12.10.26	8 19.10.26	How parents and carers can support learning at home	
Liturgies/ Celebrations					Mon 21.9.26 St Teresa’s House Celebration	Mon 28.9.26 Mass for the Start of the Year	5.10.26 Harvest Festivals and praying the Rosary		Black History Week Monday 19 th October: National Global Dignity Day 5.10.26 Tuesday 20 th October: Parent Consultation Evening 1pm-7pm. School Finished normal time at 3.20pm.		
R.E.	Creation and Covenant	L.O. To name school saints and describe their lives. L.O. To explain school rules, values and Mission statement.	L.O. To show some understanding of the historical context of Abraham. L.O. To understand what is meant by the word ‘Covenant’.	L.O. To retell the story of Abraham showing an understanding of the term 'covenant'. L.O. To write a Covenant prayer.	LO. To reflect on what Abraham’s actions say about trust in God. LO. To recognise that God’s covenant is the foundation of Jewish and Christian faith.	LO. To describe and explain the virtues using a real-life example. LO. To show understanding of how Abraham’s decisions were shaped by his faith, hope and love in God, and respond by considering how their own decisions can be guided by these virtues.	LO. To explain why Abraham is considered a model of prayer by exploring his conversations with God LO. To make links between traditional prayers and the virtues of faith, hope, and love seen in Abraham’s life	LO. To explore how virtues helped people like Cardinal Manning live out their faith and become good neighbours LO. To reflect on how Joseph showed faith, hope, and love through adversity, and how these virtues led to transformation	LO. To summarise and revise what we have learnt this term.	● Family storytelling: Read or retell short parts of Abraham (Genesis chapter 11- 25) and Joseph’s stories (Genesis chapter 37 to 50) together, then ask children to spot feelings, choices or challenges the characters faced. These build recall and empathy. ● Values in action: Link Abraham’s trust and Joseph’s forgiveness to everyday family life (e.g., trusting adults, forgiving siblings). Encourage children to notice when they show similar qualities. ● Simple reflection time: Invite children to share “one thing Abraham or Joseph teaches us” at bedtime or mealtimes. Keep it short and child-friendly to build spiritual reflection habits. ● Creative responses: Draw Abraham’s journey or Joseph’s colourful coat, act out a scene, or make a small storyboard. ● Real-life connections: Talk about times when children have had to be brave (like Abraham) or patient (like Joseph).	
PSHE	Ten, Ten LKS 2 Module 1 Created and Loved by God	Unit 1: Made in God’s Image LO. To explore what it means to be created by God, with dignity, uniqueness and purpose.	Unit 2: Celebrating Differences LO. To Understanding diversity in families, communities and the wider world; recognising strengths in themselves and others.	Unit 3: Personal Health and Hygiene LO. To learn about body changes, healthy routines, and respecting their own bodies as gifts from God.	Unit 4: Emotional Wellbeing LO. To name feelings, understanding emotional regulation, and knowing how to seek help when needed.	Unit 5: Personal Safety LO. To identify safe boundaries, trusted adults, and recognise unsafe situations (including early digital safety).	Unit 6: Online Safety and Responsibility To identify respectful online behaviour, privacy, and understanding how digital actions affect themselves and others	Unit 7: God’s Plan for Us LO. To explore vocation, gifts, talents, and how children can use them to serve others.	Unit 8: Review and Reflection LO. To recap key messages, linking learning to real life and prayerful reflection.	● Values conversations: Encourage short chats about dignity, uniqueness, feelings, and differences when they naturally arise (e.g., noticing strengths, talking about emotions, celebrating diversity in the family). ● Healthy habits at home: Support lessons on personal health and emotional wellbeing by practising simple routines together: good hygiene, naming feelings, calming strategies, and knowing which trusted adults they can talk to. ● Safety and responsibility: Reinforce personal and online safety messages by discussing boundaries, privacy, and respectful behaviour online. Model safe choices and explain why certain rules protect everyone.	
Reading	Poems from a Green and Blue Planet - Literacy Tree unit		Individual reading books	Predict what might happen from details stated and implied Make comparisons within the text	Identify how meaning is enhanced through choice of word. Summarise main ideas	Give examples of the meanings of words in context Retrieve and record information	Make inferences from the text. Explain and justify inferences. Explain how meaning is enhanced through choice of word.	Retrieve and record information Predict what might happen from details stated and implied	Retrieve and record information Summarise main ideas	● Read daily for 20 minutes (reading book) ● Encourage a variety of strategies to decode words e.g. using the sounds of letters. ● Ask questions to develop reading comprehension for a variety of different books. ● Ask your child about what has happened in the story so far. ● Ask them to make predictions about what will happen. ● Reading for enjoyment – visit the library and share bedtime stories Please record what your child has read in their reading record. ● Discuss the text: I wonder...? Why...? What...? How...? Who...?	
Writing	Narrative: 3rd person Portal Story Stimulus text: Leon & The Place Between <i>Angela Mcallister</i> Poet Focus: Grace Nichols Writing Outcome: Poetry	Written work linked to school values and saints.	Genre: Portal Stories Text Stimulus: Leon and the Place Between GPS Focus: Classifying nouns, verbs and adjectives. Using conjunctions	Genre: Portal Stories Text Stimulus: Leon and the Place Between GPS Focus: Prepositions phrases	Genre: Portal Stories Text Stimulus: Leon and the Place Between GPS Focus: Punctuating speech	Genre Poetry Poetry Week: Complete study around the work of Grace Nichols	Genre: Explanation Text Stimulus: Until I met Dudley GPS Focus: Adverbial phrases and commas	Genre: Explanation Text Stimulus: Until I met Dudley GPS Focus:	Genre: Explanation Text Stimulus: Until I met Dudley GPS Focus: Use prepositions to add detail	● Read regularly together – Reading is key to better writing. Look at a range of stories. Some suggested writing tasks: ● The Hidden Portal (Narrative) Write a short story describing the moment you discover a mysterious portal hidden somewhere in your house. Focus on sensory details: describe what the portal looks like, the sound it makes when it opens, and what you feel as you reach toward it. What happens when you enter the portal?	

	Writing Outcome Explanations of everyday objects Stimulus Text: Until I met Dudley <i>Roger McGough</i>							Use conjunctions to add extra information		- Write a brief explanation of how a special gadget works (like a Dragon Helmet, Underwater Mask, or Homework Machine). Include these key parts: - Title: Start with "<i>How...</i>" (e.g., <i>How a Dragon Helmet Works</i>). - Opening: Explain what the gadget does. - Parts: List 2 or 3 main parts of the gadget. - How It Works: Use step words (<i>First, Next, Then</i>) and reason words (<i>because, this causes, so</i>) to explain how to use it. - Picture: Draw your gadget and label 3 main parts. - Suggest proof- reading and editing of writing. Check that spellings are accurate and key punctuation is in place.
Phonics/ Spelling focus	Spelling Shed Stage 4		Words that are homophones or near homophones.	Words with the prefix 'in-' meaning 'not'	Words with the prefixes 'il-', 'im-' and 'ir-'	Words with the prefix 'sub-' meaning 'below' or 'further divided'	Words with the prefix 'inter-'	Challenge words	Words with the suffixes 'ate' and 'ion'	- Use look, say, cover, write, check method to practise spellings. - Encourage daily practice of spellings and use Spelling Shed to support learning. - Turn spelling into a game – Hangman, Scrabble or Boggle, Spelling bingo. Use online games like: Spelling Frame and BBC Bitesize.
Maths	Place value, rounding numbers Revision written addition & subtraction. Multiplication & division facts. Factor pairs, integer scaling & correspondence problems	L.O. To recall multiplication facts. (baseline assessment)	L.O. To order and compare numbers beyond 1000 L.O. To round numbers and estimate magnitude	L.O. To Add and Subtract with mental fluency	L.O. To use formal written addition and subtraction methods with fluency	L.O. To count in Multiples of 6, 7, 9, 25 and 1000 L.O. To recall multiplication and Division Facts (Times Tables)	L.O. To count in Multiples of 6, 7, 9, 25 and 1000 L.O. To know multiplication and Division Facts (Times Tables)	L.O. To recognise factor pairs and integer scaling	L.O. To complete correspondence Problems	Place-value talk: Encourage children to read numbers in everyday life (prices, bus numbers, timetables) and explain the value of each digit. Ask quick rounding questions (e.g., "Would £3.78 round to £4?") to build fluency. Written methods practice: Support revision of addition and subtraction by doing short, real-life tasks: adding shopping totals, subtracting change, or checking differences between scores. Multiplication fact fluency: Practise times tables through games, chanting, apps, or quick-fire questions. Link division facts ("If $6 \times 4 = 24$, then $24 \div 6 = 4$") to strengthen understanding. Factor pairs and scaling: Spot factor pairs in everyday contexts (e.g., "12 can be 3×4 or 2×6"). Use simple scaling tasks like doubling recipes or tripling ingredients to reinforce integer scaling and correspondence problems.
Science	States of Matter		L.O. To identify and group materials as solids, liquids or gases based on their observable properties.	LO: To describe how particles behave differently in solids, liquids and gases. .	LO: To investigate how materials change state when they are heated or cooled.	LO: To observe and explain melting and freezing using everyday materials.	<i>LO. To explore how evaporation happens and identify factors that affect its speed. And to To recognise condensation and explain how water vapour turns back into liquid water.</i>	LO. To describe the processes in the water cycle using key vocabulary (evaporation, condensation, precipitation).	LO. To apply understanding of states of matter and the water cycle to real-life examples and investigations.	Everyday materials talk: Encourage children to identify solids, liquids and gases around the home (ice, steam, cooking oil, plastic toys). Heat and cooling observations: Let children watch simple changes of state: melting ice, freezing water, butter softening, chocolate melting. Ask them to describe what is happening to the material as it changes. Evaporation and condensation spotting: Help children notice real-life examples such as condensation on windows, steam from kettles, or puddles drying. Encourage them to explain the processes using scientific vocabulary. Water cycle connections: Talk about rain, clouds, and sunny drying days. Link these everyday observations to evaporation, condensation and precipitation to strengthen understanding of the water cycle. Investigation: Which material melts an ice cube the fastest? What You Need: 3 identical ice cubes 3 different surfaces (e.g., a metal spoon, a wooden board, a plastic plate) - A timer Instructions: Predict: Guess which surface will melt the ice cube first. Start: Place one ice cube on each surface at the exact same time and start your timer. Observe: Watch the solid ice turn into liquid water. Record: Stop the timer for each surface when the ice cube has completely melted. Write about your observations. Were your predictions correct? https://www.bbc.co.uk/bitesize/topics/zgwc96f
Computing	Coding with Scratch	L.O. To log on to chromebook and complete TTRS baseline assessment.	Online safety lesson 1 L.O. To describe how to search for information and make judgement	Further coding with Scratch Lesson 1 L.O. To explore variables and conditions by	Further coding with Scratch Lesson 2 L.O. To use conditions and sensors to control	Further coding with Scratch Lesson 3 L.O. To plan a game with a variable to keep score.	Further coding with Scratch Lesson 4 L.O. To combine variables, if statements and sensors to	Further coding with Scratch Lesson 5 L.O. To debug and evaluate a game.	Further coding with scratch. L.O. To create a simple quiz using variables, if statements and sensors.	Talk about safe choices online: Encourage short chats about staying safe online: keeping personal information private, using strong passwords, and knowing what to do if something feels uncomfortable. Focus on responsible digital behaviour. Practise simple computing skills: Let children practise typing, saving files, organising folders, or using child-friendly apps for creating documents or presentations. This reinforces basic digital skills taught in class.

			about probable accuracy.	investigating simple games.	what happens in a scratch game.		program a multiplication game.			● Model positive digital habits: Show children how adults use devices responsibly: checking sources, being kind online, limiting screen time, and logging out properly.
History or Geography	History- Big Question: How did the Romans change St Albans?		Discrete Geography lesson on mapping. LO Create a scaled sketch map of the classroom using grid paper.	L.O. To explain when and why the Romans came to Britain. To identify the key events in Roman Britain on a timeline.	L.O. To recognise some of the ways that the Romans had an impact on Britain.	L.O. To explain why Boudicca lead the rebellion against the Romans.	L.O. To explain how and why the Romans built roads.	L.O .How did the Romans change St Albans?	L.O . To respond to Big Question - How did the Romans change St Albans?	● Egg Carton Hypocaust Model: Build a mini Roman underfloor heating system using egg carton cones as support pillars (<i>pilae</i>) under a cardboard floor, placing red tissue paper underneath for the furnace. https://www.imagininghistory.co.uk/post/romanisation-of-britain ● Watling Street Map Mapping: Overlay a map of modern St Albans with its ancient Roman layout to trace how Watling Street runs through the town today. ● Boudica’s Siege Journal: Write a first-person diary entry or news report covering the Icen i tribe's attack on Verulamium in AD 60/61. ● Clay Verulamium Coinage: Press self-hardening clay into round coin shapes, carve an emperor's head and the letters VER into the surface, and paint them gold or bronze. ● https://www.bbc.co.uk/bitesize/topics/zqtf34j
Art and/ or DT	Kapow	Complete self portraits for classroom diversity display.	L.O. To create a design for a Roman mosaic	L.O. To use collage to create a Roman mosaic	Mechanism L.O. To design a Roman catapult	Mechanism L.O. To build a Roman catapult	L.O.: To evaluate design for a Roman Catapult.	L.O. To create a bloc for block Printing (Access Art) Roman designs– Repeating patterns. Make block	L.O. To use technique of block Printing (Access Art) Roman designs– Repeating patterns. Print	● Paper Plate Mosaic: Draw a simple border or shape on a paper plate, tear up old magazines or scrap paper into small pieces, and glue them down to fill the pattern. ● Cardboard Centurion Helmet: Cut a strip of cereal box cardboard to fit around your head, staple or tape a visor to the front, and attach a strip of red paper or feathers along the top for a crest. ● Kitchen Foil Medallion: Cut a circle from a cereal box, draw a raised design on it with PVA glue (let it dry), then wrap aluminium foil tightly over the top and rub gently to make the pattern pop out. ● Paper Scroll Document: Dip a plain sheet of paper in warm tea to age it, let it dry, draw a Roman map or write with Latin numbers, then roll it up around two pencils or sticks. ● Cereal Box Roman Fort: Cut down an empty cardboard box to make low fortress walls, snip square battlements along the top edges, and paint or draw brick patterns on the sides. ● Watch: BBC Bitesize: https://youtu.be/xh8IbTiKTxc?si=XVSzX9Ka6fiYa4HN
P.E. (teacher-led)	OAA - Problem Solving		Discuss expectations for behaviour during PE lessons. Carry out warm up, short team games and cool down activities.	The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.	The focus of the learning is to look at what makes an effective team with the focus on communication.	The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.	The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why motivating each other is important when working in a team.	The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.	The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.	● Obstacle Challenge: Create an obstacle course at home using cushions, chairs and toys. Time yourself and see if you can improve your score. ● Treasure Hunt: Work with a family member to create clues that lead to a hidden object. Take turns being the clue-setter and problem-solver. ● Keep it Up: With a partner, use a balloon and work together to keep it off the floor for as long as possible. ● Cup Stack Challenge: Build the tallest tower you can using plastic cups or household objects. Can you work together to make it stronger?