Year 4 Yearly Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RED - 2025	Creation and Covenant In this half term the focus is on creation, beginnings, origins and promises and rules.	Prophecy and promise In this half term, the focus is on the future, and on Advent and Christmas. There is also the link to light.	Galilee to Jerusalem In this half term, there is a clear link to journeys and water.	Desert to Garden In this half term these is a clear link to habitats and gardens. We also focus on Lent.	To the ends of the Earth In this half term we look at going beyond our locality and Easter.	Dialogue and encounter In this half term we look at different cultures, similarities and differences and think about transitions.
Parts of the Liturgical year	St. Maru /Birth of Blessed Mary St. Jude's Start of Year Mass (Y5) St. Francis Rosary month KS2 masses	Advent / Christmas All Saints Christingle Carols KS2 masses Advent Mass (Y4) Nativity FS KS1 All Saints Day/ Week Christ the King	Feast of Holy Family (Staff) Epiphany Ash Wednesday Stations of the Cross KS2 masses	Lent Y3/4/5 St. Patrick's St. Joseph's KS2 masses Lent Mass (Y3)	Easter/ Pentecost Ascension KS2 masses	St. Helen's Leavers' Mass (Y6/Y5) KS2 masses St. Peter and St. Paul In the holidays, the Assumption of Mary
Other calendar events	Parents' Evening Return to learning Reception Baseline SEND Assessment	Curriculum Assessment	SEND Assessment	Parents' Evening Curriculum Assessment	Report writing Sports Day Key Stage 1 SATs Key Stage 2 SATs SEND Assessment	Report Writing Phonics check Multiplication Check Writing moderation Early Learning Goals Showcase Curriculum Assessment Leavers' Events
Reading See Reading Overview	♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ♣ develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence					

	♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	
Writing See Writing Overview	♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ♣ plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
Grammar See Writing overview	♣ develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ indicate grammatical and other features by using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. ♣ the grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] ♣ noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) ♣ Fronted adverbials [for example, Later that day, I heard the bad news.] ♣ use of paragraphs to organise ideas around a theme ♣ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition ♣ use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Determiner Pronoun possessive pronoun adverbial

	♣ Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials								
Handwriting See Writing overview	♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].								
Spelling	Suffixes with vowels ing, ed Accidentally Actually Believe Bicycle Breathe Business Caught century	Prefix il, im, ir Certain Consider Continue Different Eighth Experience Experiment extreme	Prefix sub, inter, anti, auto, ation Favourite Guard Guide Height Imagine Increase Interest knowledge	Suffix ally, ous Length Library Medicine Natural Occasion Occasionally Notice opposite	Tion, ssion Ordinary Particular Peculiar Position Possession Pressure Probably purpose	Sion, cian Recent Regular Reign Separate Specially Straight Strength suppose	Ei, eigh, ey, gue, que, sc Therefore Through Though Although Thought Various Variety weight	Ch Homophones / near homophones	Homophones / near homophones
Maths	Reasoning with 4-digit numbers (2 weeks) Addition and subtraction (3 weeks)	Multiplication and division (3 weeks) Interpreting and presenting data (2 weeks)	Securing multiplication facts (1 week) Fractions (4 weeks) Time (1 week)	Decimals (3 weeks) Area and perimeter (2 weeks)		Solving measure and money problems (3 weeks) 2-D shape and symmetry (3 weeks)		Position and direction (1 week) Reasoning with patterns and sequences (2 weeks) 3-D shape (1 week)	
Catholic Social Teaching	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace		Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace		Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	