



Blessed Robert Widmerpool CVA - Advent Term Curriculum Map 2026-27



Religious Education

- Creation and Covenant – Big Question: Why is Abraham seen as a model of prayer?
- Prophecy and Promise – Big Question: How did the prophets help prepare for the coming of Jesus?



RSHE

- The Sacraments
- What am I feeling?
- What is puberty?
- Changing bodies
- When things feel bad

Science: Electricity

Substantive Knowledge

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors

States of Matter

Substantive Knowledge

- Compare and group materials together according to solid/liquid/gas
- Observe materials changing state and temperature affecting this
- Identifying the part of condensation and evaporation in the water cycle

PE

- Fitness and Fundamentals
 - Develop flexibility, strength, technique, control and balance
 - Use running, jumping, throwing and catching in isolation and in combination
- Multi-sports
 - Physical: track, throw, catch, dribble, kick
 - Social: communication, work safely, collaboration
 - Emotional: perseverance, personal challenge, calmness, fairness
 - Thinking: provide feedback, tactics, comprehension, reflection, make decisions

DT

- Creating a torch
- Research
- Plan
- Do
- Review
- Using knowledge from Science topics to complete creating a torch for a purpose (for the Year 3 children to explore the caves in their Stone Age topic.)



English

Whole Class Reading Texts:

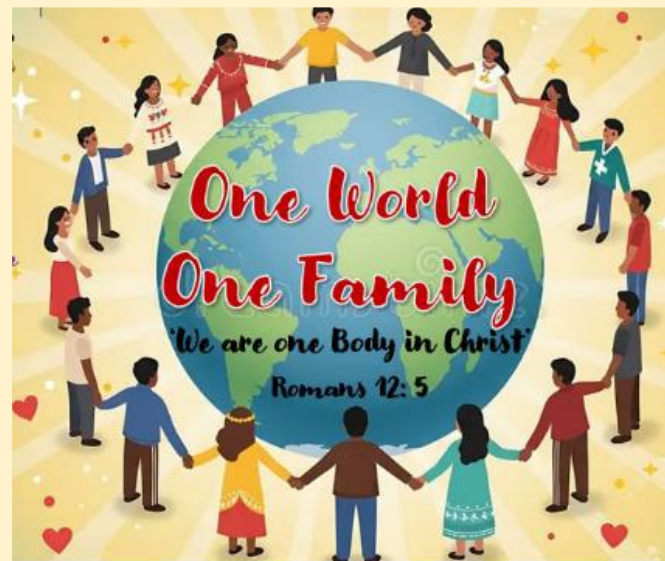
The Witches
The Lion, The Witch and The Wardrobe

Writing Genres:

- Poetry
- Short Story (fables/myths/legends)
- Explanation Text
- Persuasive Speech
- Balanced/Discursive Argument

SPAG

- Expanded noun phrases
- Apostrophes for contractions
- Use of paragraphs
- Checking spelling using a dictionary
- Daily handwriting practice
- Commas to separate clauses



Maths

- Place Value
- Addition/Subtraction
- Area
- Multiplication
- Retrieval
- Arithmetic
- Problem Solving and Reasoning
- Fluency

Computing

Year 4 – Internet Safety

Learning how to Navigate the Blog

Year 4 - Digital Literacy

Organising your files on the server

Design and populate a webpage

Art

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Study and use the technique chiaroscuro. (Check this outcome)
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

Geography:

Mountains

- How mountains are formed and their key features
- Know the climate of mountains and how they affect weather. Know the types of vegetation of mountains
- How to locate the famous mountains on a world map using atlases
- know facts about 3 peaks of the United Kingdom
- Use OS maps to describe human and physical features of the 3-peaks
- The location of the Himalayas on the world map and know the economic impact on its inhabitants
- Draw comparison of mountains in the UK to the Himalayas and the impact they have on the economy.



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<u>Music</u> Y4 Composition and Performance skills	<u>French (KS2):</u> Y4 Food, Glorious Food/Family and Friends	
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