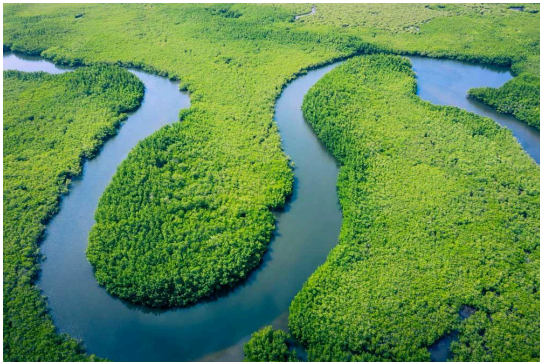


St. Peter's Catholic Primary School	Year 4	Autumn 1 2026	Teacher: D Ward
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Core Teaching Principles (Pedagogy)	Sequencing concepts and modelling Present new material using small steps. Provide models. Scaffolding.	Questioning Ask a range of open and differentiated questions to explore and extend understanding and reasoning skills. Targeted questioning	Reviewing Revisit prior learning. Build on prior knowledge and experience.	Stages of practice Whole class/shared. Guided practice Independent practice.	Collaborative learning Learning partners Kagan strategies	Communication Oracy Speaking and listening activities Explicit teaching of vocabulary Modelling by adults Communicating the Curriculum/Voice 21	Active Participation No hands up Lolly sticks Targeted questions	Metacognition Reflection of learning strategies that help them as a learner Modelling/Think aloud by adults Critique/self evaluation/peer evaluation
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ENGLISH
Writing Core text: A River Purpose: Children write their own journey down the river, describing where it takes them Audience: To be published on school twitter page and shared with the author. Core text: The River- An epic journey to the sea Purpose: Children to write a poem based on the water cycle Audience: To be given to Year 6, to help explain to help their understanding of the water cycle.
Reading The Lion, the Witch and the Wardrobe

TERMLY TOPIC FOCUS:
GEOGRAPHY Enquiry questions: Why are rivers so important?


MATHEMATICS
WHITE ROSE HUB Autumn BLOCK 1: Place Value Autumn BLOCK 2: Addition and Subtraction

By C.S. Lewis
SPaG Contextualised grammar within writing lesson

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GEOGRAPHY
• Can you explain the water cycle? • Can you list the features of a river's course? • Which rivers have you heard of? Can you find the main rivers within each continent on a world map? Which mountain range do they start in and which sea/ocean do they flow into? • Can you describe the location of these rivers using lines of longitude and latitude, hemispheres? Can you use the 8 points of a compass?

SCIENCE
Living Things and their Habitats- • Grouping Living Things • Classifying Vertebrates • Invertebrate Hunt • Classification Keys • Local Habitat Survey • Environmental Changes

RE
Creation and Covenant: • Abram: The Context • The Call of Abram • The Abrahamic Covenant • Abraham: A Man of Faith • The Three Visitors • Abraham and Sarah • Abraham and Isaac • Abraham's Challenges • Abraham – Then and Now • Virtues in my Life • Cardinal Manning

MUSIC
Children access choir lessons in class as part of a music lesson, with a professional. Children also access guitar lessons through the Doncaster Music Service.

ART
Painting- Pointillism- Creating river scenes through pointillism Focus Artist- Georges Seurat

PE
Following Get set 4 PE: Indoor- Gymnastics Outdoor- Hockey

	COMPUTING	
	Following Teach Computing: Computing Systems and Networks- The Internet • Connecting networks • What is the internet made of? • Sharing information • What is a website? • Who owns the web? • Can I believe what I read?	

Catholic Social Teaching – Autumn 1

Throughout this term, pupils will explore how Catholic Social Teaching calls us to recognise the dignity of every person, work together for the common good and care responsibly for God's creation. Through the study of rivers, water, living things and habitats, pupils will develop an understanding of **Stewardship of Creation** and our shared responsibility to protect the natural world. RE learning about Abraham, faith and virtues will develop **Human Dignity, Solidarity and Faith in Action**, while collaborative learning, music, PE and Computing will promote **Participation, Community and Rights and Responsibilities**. Pupils will be encouraged to consider how their choices and actions can contribute positively to their school, local and global communities.

Catholic Social Teaching Principle	Curriculum and Application
Stewardship of Creation	English: Children explore rivers and the natural world through <i>A River</i> and <i>The River</i>. Geography: Children investigate why rivers are important, the water cycle and the role of rivers around the world. Science: Children study living things, habitats and environmental changes. Art: Children create river scenes inspired by nature.

Human Dignity	RE: Children explore Abraham's relationship with God, faith and the virtues they can develop in their own lives. Reading: Stories provide opportunities to explore characters, relationships, choices and empathy. Computing: Children consider respectful and responsible behaviour when communicating and sharing information online. PE: Children develop respect for themselves and others through participation and teamwork.
Solidarity	RE: Abraham's relationships and challenges provide opportunities to consider faith, relationships and supporting others. English: Children communicate ideas and share their writing with others. PE: Children work together, encourage one another and participate as a team. Collaborative learning: Children support their learning partners and value the contributions of others.
Common Good	Geography: Children consider why rivers and water are important to communities and recognise water as a shared resource. Science: Children consider how environmental changes affect living things and the world we share. English: Children create writing to help others understand the water cycle. Computing: Children consider how information can be shared responsibly for the benefit of others.
Participation	English: Children use writing to communicate their ideas to authentic audiences. Music: Children participate in choir and guitar lessons and contribute to a shared musical experience. PE: Children participate in gymnastics and hockey, developing teamwork and cooperation. Art: Children express their ideas creatively through pointillism. All subjects: Children are encouraged to contribute, reflect, evaluate and take an active role in their learning.

Rights and Responsibilities	Geography/Science: Children develop an understanding of our responsibility to care for the natural environment. Computing: Children explore responsible use of the internet, sharing information and evaluating whether information can be trusted. All subjects: Children develop responsibility for their own learning and for supporting others.
Faith in Action	RE: Through the study of Abram/Abraham, children explore responding to God's call, faith, challenges and virtues. Wider curriculum: Children are encouraged to put values such as respect, responsibility, compassion and service into practice through their relationships and actions.