



UNITE

YEAR 4 SPRING 2026: Candlemas and Lenten terms .



Staff members who work closely with your child: Mr. Walker, Mrs Kakoullis, Mrs Garside

Important dates for your diary this term:

Unite Gathering: Wednesday 7th January

Mass: Y4 Friday 30th January 10am @church/Wednesday 11th February @school, Thursday 19th March Whole School @Church 9:30-10:30am, Friday 27th March @Church 10-11

Y4 Reconciliation Friday 27th February 1:15-3pm

Music Recitals: Monday 9th February 2pm, Monday 30th March 2pm

Group photographs: TBC

Achieve opportunity to meet Pastoral lead / Inclusion & SEND lead: Wednesday 28th January/
Wednesday 25th February, Wednesday 25th March

Parent/Teacher/Child Evening (Achievement, Wellbeing and Development Reviews): Wednesday 11th February 4-8pm

The Passion: Monday 30th March Holy Week: Stations of the Cross/Pray in the Pavilion/Wednesday 1st April Sacred Heart Passion

Non-Uniform – Monday 2nd March wear red/yellow/green for St David's Day, Tuesday 17th March St Patricks Day wear green

World Book Day: Thursday 5th March 2026

How can we unite to support learning this term?

Please try to ensure that your child accesses 'TT' Rockstars regularly at home to build up pace and fluency in preparation for the times tables check in the Summer. Children will be sent home weekly spellings to be completed and MyMaths tasks that will be set every Friday.

A weekly update, the Sacred Heart Standard, is uploaded to our website each Friday and a link is text to those registered with our text messaging service. Do not miss this important weekly newsletter. <https://www.sacred-heart.bolton.sch.uk/newsletters/>

Key information for this class:

PE days: Mondays and Tuesday (Both classes)

Reading books are changed on: Tuesday 4K and Friday 4W

Spelling test day: Fridays

Homework given on: Friday

Useful websites: <https://www.mymaths.co.uk>
<https://ttrockstars.com>



Curriculum Intent



The Curriculum intent for Sacred Heart aims to:

- Be a sacred experience, making Christ known, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners with high aspirations who know how to make a positive and transformational contribution to their community and wider global society.
- Be rooted in the principles of Catholic Social Teaching (*inspired by the example of St Teresa of Calcutta and teaching of Pope Francis*), encouraging our pupils to grow in self-awareness, and be the *living Logos*, becoming advocates of social justice, adaptable to any social context.
- Develop communication skills necessary for learning and life, promoting enjoyment, high expectations and standards in reading, writing and maths across all subject areas.
- Be memorable: providing diverse, SMSC rich opportunities from which children learn and develop a range of transferable skills.
- Raise aspirations, engender a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- Empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

LOVE ONE ANOTHER

SACRED HEART RC PRIMARY SCHOOL | WESTHOUGHTON | CURRICULUMINTENT



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Catholic Plus

Branch 3: Galilee to Jerusalem

- Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied.
- Make links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah.
- Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied
- Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.
- Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed and suggest why Catholics say this prayer.
- Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love.

Branch 4: Desert to Garden

- Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God’s mercy and forgiveness.
- Make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.
- Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.
- Retell the story of St Peter during Holy Week.
- Correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.
- Make simple connections between belonging to the Church and living out the ‘Works of Mercy’ in support of those in need (for example, giving alms in Lent or praying for someone who is sad)

English:

Spring 1 – Poetry, Instructions, Narrative

Spring 2 – Description, Speech

Writing Objectives

- Identify audience and purpose
- organising paragraphs around a theme
- using simple organisational devices [for example, headings and sub-headings]
- Use different nouns to make writing exciting
- The prefix sub super anti and auto
- Dictation
- Proof reading and editing
- Use a range of sentences with different forms – statements, questions, exclamations, commands and speech.
- Fronted adverbials and adverbs and prepositions for time, place and cause
- Use of a comma to mark fronted adverbials
- heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, Words with th ei sound spelt ey, eigh or ei
- The suffix –ous
- Introduce the conjunctions while and unless yet, so
- The suffix –sion –tion –cian –ssion The suffixes –ly and –ally
- brake/break, fair/fare, grate/great, groan/grown, here/hear,
- Handwriting (see handwriting policy)

Books – Max and the Millions, Who is Looking at the Moon Tonight, The Queens Nose, From a Railway Carriage

Maths: Multiplication and Division

Number, Multiplication and Division 2

Number: Fractions

Decimals

Multiplication Check practice daily*

Assessment Week

Science:

Living things and their habitats

Working Scientifically Skills:

Big question: What would the impact on the planet be if all non-reusable plastic was banned?

Key vocabulary: classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate

Visitor: Richard Garriot Zoom with a link to ocean

Animals Including Humans

Working Scientifically Skills:

Identifying, classifying and grouping.
Setting up simple practical enquiries, comparative and fair tests.

Use results to draw simple conclusions, suggest improvements and raise further questions.

Big question: What would happen if we stopped looking after our bodies?

Key vocabulary: digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain



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Computing: PM – Unit 5 Using logo (3 Weeks) To learn the structure of the language of 2Logo. To input simple instructions in 2Logo. To use 2Logo to create letter shapes. To use the Repeat command in 2Logo to create shapes. To use and build procedures in 2Logo. Nao robot unit (2 Weeks) Motion and movement - Sit, stand and walk Big question (1 Week) Could a robot ever be a convincing actor? Word (2 Weeks) Using word Typing Bullet points Tables Image text wrapping Spell checker PowerPoint (2 Weeks) Adding new slides Slide design Animations Transitions Adding images 3D PRINTING: (2 Weeks) Simple shapes - Create an Iron Giant	Art & Design: Focus: Roman Mosaic Artist: Amanda McCrann / Roman Art Key Skills: Mosaic collage / portrait Media: Graphite, paper, glue, magazines Formal Elements: Shape, form, line, texture, colour pattern. Big Questions: Why is Roman Art still important today? Did Jesus appreciate Roman Art? Artist in Residence: Dave Partington	Design & Technology: Textiles – make a tote bag. Research – Research different bags and their purposes. Skill Practice – practice tie dying a piece of material and attaching two pieces of material together. Design – Designer a tote bag (use inspiration from fashion designer Coco Chanel). Make – Make a tote bag which is reusable. Evaluate - How affective was this design? Big Question: How did God design you to be unique?	Music: Songs of Protest Make up and perform an accompaniment to ‘Give Peace A Chance’ Topic Overview Children listen to different examples of protest song. They will then learn to: • move between chords I, IV, V and VI in the C major scale on keyboard with both left and right hand • play as an ensemble in time with others When they can do this, they will learn to play common chord progressions on the keyboard and xylophone which involve just 1 or 2 chord changes. They will then use this skill to prepare a performance of ‘Give Peace A Chance’ Element focus: Know that the number of semitones between the first and second note of the chord is the reason for the difference between major and minor chords Listening focus: Music of Protest – how does the composer make the protest clear? Big Question: Can a song change the world?



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History: Anglo Saxons – Are written records a reliable source of historical understanding? Who were the Anglo-Saxons and why did they invade and settle in Britain? How well did the Anglo-Saxons get on with each other? What was life really like in Anglo-Saxon Britain? What did the Anglo-Saxons leave behind?	Geography: Earthquakes – Is it right to build vital resources on plate boundaries? The structure of the Earth. Features of a volcano. Famous volcanoes and earthquakes. Effects of volcanoes and earthquakes. Preparing for an earthquake. What it's like living near a volcano.	French: Topic: Expressing opinions about likes and dislikes Functions: Expressing likes and dislikes (about food and toys) • Justification of opinions • Numbers 21–39 • Simple prices Grammar: • C'est + adjective • avoir: negative je n'ai pas • de after negative Core Language: • J'adore • Je déteste • ça • vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingtsept, vingt-huit, vingt-neuf, trente, etc • C'est combien? • un euro • C'est super, magnifique, fantastique • Je n'a Phonics: • in • Revision of nasal sounds	Physical Education: Spring 1 Teacher- SAQ Coach – Dance Spring 2 Teacher – Rugby Coaches – Gymnastics



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PSCE & RHE:

Unit 3: Emotional WellBeing

Session 1: What am I feeling?

Session 2: What am I looking at? Session

3: I am thankful!

Unit 4: Life Cycles

Session 1: Life cycles

Lower Key Stage Two Module Two: Created to Love Others

Unit 1: Religious Understanding (5x15min sessions) Story sessions

Unit 2: Personal Relationships

Session 1: Friends, Family and Others

Session 2: When things feel bad

Educational Visits & Visitors:

TBC