



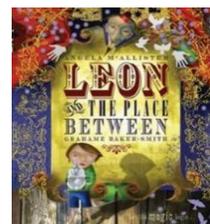
Year 4 - Autumn 1 Newsletter!



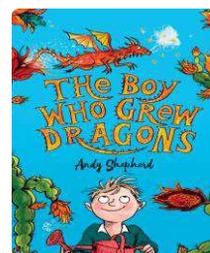
We are excited to share what your children will be learning this term! Each subject has been carefully planned to build knowledge and skills in fun and engaging ways. Below is a summary of the units we will be exploring.

English

Our first English unit will explore narrative writing using the book 'Leon and the Place Between'. The children will be immersing themselves in the text and genre of fiction writing to enable them to write as authors by the end of the unit.

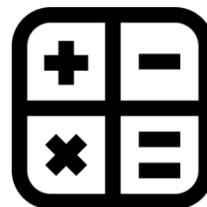


Our second English unit uses the exciting and imaginative fictional book "The Boy Who Grew Dragons" as our main focus we will be writing our very own explanation texts. Owls and Woodpeckers will be immersing themselves in the creative language of Andy Shepherd, exploring his descriptive writing and humorous nature. Using causal conjunctions and fronted adverbials, the children will be learning how to use these effectively within their writing to help write for purpose.



Maths

In Maths, we will be focusing on strengthening and extending the children's understanding of place value with 4-digit numbers, as well as addition and subtraction. This will be taught through engaging stories, word problems, games, and problem-solving challenges. Our Mental Maths sessions will involve counting forward and backward in tens and hundreds from any number. We will also continue practicing times tables, as all times tables and related division facts need to be mastered by the end of Year 4.



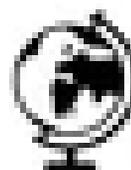
Science

Our Science unit will focus on electrical circuits. Children will learn about the key components that make up a circuit, including what makes a circuit complete or incomplete. They will also explore conductors and insulators, understanding how these materials affect our everyday lives. By the end of the unit, they will have a solid grasp of how electricity flows and how it powers many of the objects we use daily.



Geography

In Geography, we will be diving into the study of Mediterranean Europe. The children will explore the physical geography of this region and learn how it shapes human activity. We will compare the Mediterranean climate with that of the UK and discuss how the warmer weather impacts tourism and everyday life in these southern European countries.



Art

This term in Art, we will take an inspiring journey back in time to Ancient Rome and the Byzantine Empire. The children will explore the incredible monuments and iconic artwork from these periods, learning about the techniques and styles that defined them. Through their own creative work, they will experiment with mosaics, architecture, and other artistic traditions from these ancient civilizations.



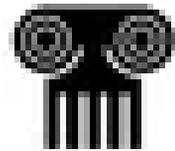
Design and Technology

In Design and Technology, the children will apply their knowledge of electrical circuits by designing and creating their own torch. This hands-on project will encourage them to think about functionality and creativity while learning about the practical uses of circuits in everyday objects.



History

Our History unit will focus on the remarkable contributions the Romans made to modern life. We will explore key turning points in Roman history and the evolution of their empire. The children will learn about Roman religious beliefs, the experiences of Roman soldiers, and how they lived day-to-day. We will also examine historical sources to understand how historians have pieced together the story of Ancient Rome and its enduring influence on our world today.



PSHE

The unit for the first half term is 'Being Me'. Owls and Woodpeckers will explore their emotions and thoughts and feelings around how important it is to be yourself. Celebrating their strengths and the aspects they bring to their community.



We will then move on to 'Celebrating Differences.' The children will look at challenges and differences people face in their everyday life and how they overcome these challenges.

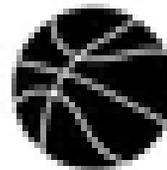
Religious Education

In RE lessons this term, the children will be deepening their understanding of Sikhism, exploring key beliefs and traditions. They will also begin studying a range of sacred texts from different religions, learning about their importance and influence. After half term, the focus will shift to exploring Christian and Sikh rituals, where the children will compare and discuss the significance of these practices in both faiths. This unit will offer valuable insights into the similarities and differences between religious traditions and how they are observed in daily life.



Physical Education

This term in PE, the children will focus on developing their balance and rotation skills both on the floor and using hand apparatus. They will work individually and with partners, engaging in focused skill development and applying these techniques through sequence creation and various games. The unit is designed to enhance their coordination, strength, and teamwork while making physical activity enjoyable and challenging.



Spelling

Spelling this half term will involve having daily spelling lessons looking at Year 3/4 common exception words and a range of spelling patterns which concentrates on adding prefixes and understanding homophones (words that are spelled differently by sound the same).



Computing

This half term, in computing we will learn how to use blocks in order to write code. We will explore how to use sequencing to help write algorithms while developing our understanding of coding language. We will be using iPads and Chromebooks to explore creating code through CODE studio.



French

This half term, Children will be learning how to greet people in French, including asking and answering basic questions about their names and how they are feeling.



Music

Children will use the piece of classical music, *In the Hall of the Mountain King*, to inspire them to discuss and create music based on stories. Through listening to music, children will explore the different sounds of the instruments of the orchestra





Puzzle One – Being Me in My World

Autumn 1: 'Who am I and how do I fit?'



Content Overview:

Being part of a class team
 Being a school citizen
 Rights, responsibilities and democracy (school council)
 Rewards and consequences
 Group decision-making
 Having a voice
 What motivates behaviour

Vocabulary

Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).

Song: Together as One

Puzzle Outcome: Whole School Learning Charter

DfE Statutory Relationships & Health Education Guidance.

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

R14) the conventions of courtesy and manners

R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

R19) the importance of permission seeking and giving in relationships with friends, peers and adults

R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings



Year 4 - Spring1 Newsletter!



We are excited to share what your children will be learning this term! Each subject has been carefully planned to build knowledge and skills in fun and engaging ways. Below is a summary of the units we will be exploring.

English In English this half term we will be using two different books as our text drivers.

Our first book is 'Harry Potter and the Chamber of Secrets'. The children will be tasked with writing their own Howler!

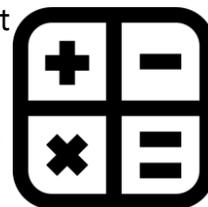
Our second book is a Non Fiction book called 'We Travel so far' which explores animal migration in different ways. The children will be tasked with replicating the type of text to create their own migration journal of an animal of their choice.

To support the children in writing for purpose, we will be focussing on present perfect tense in our first unit and using time adverbials in the second.



Maths

In Maths, we will be focusing on multiplication and division. The content we will cover includes finding factors and factor pairs, using related facts and working through multiplication and division problems efficiently using the skills we have been building on since last term. This half term we will also cover length and perimeter as well as fractions which will help us to continue developing our knowledge of number from the previous units of work.



Science

In science, we will dive into the fascinating world of sound. Children will explore how sounds are created, how they travel, and how we hear them. Through hands-on experiments, students will investigate vibrations, pitch, and volume, as well as how materials and distance affect sound. This unit will encourage curiosity and critical thinking, helping students connect their learning to the sounds in their everyday lives.



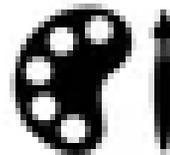
Geography

In Geography, we will focus on how coasts are formed, looking closely at the processes of erosion and how it shapes our coastlines. They will learn about the natural forces that cause erosion, and investigate how coastal defences are designed to protect our shores. Through engaging activities and case studies, students will develop an understanding of the importance of managing and preserving our coastal environments.



Art

In art, Year 4 will explore how light and shadows are used in art. They will experiment with shading, silhouettes, and shadow effects like cross-hatching to create their own artworks. This unit will encourage creativity and show how light can make art more exciting and create the illusion of depth and dimension, building on the skills we worked on in the previous term. We will explore different artists, including Andy Warhol to inspire our own work and practice our new skills.



Design and Technology

In Design and Technology, the children will explore how mechanical systems bring pictures to life. They will design and create moving picture projects using levers and linkages, developing their creativity and problem-solving skills. This hands-on unit will help them understand how simple mechanisms work, where they will also construct their own greetings card with moving parts.



History

Our History unit This term will focus on the Stuart period, starting with the reign of James I and the Gunpowder Plot. They will explore the concept of divine rule, the connections between money and conflict, and how religion influenced disputes during Charles I's reign. Students will also examine artefacts to uncover what they reveal about life in this fascinating period of history.



PSHE

For our PSHE unit this half term, we will be learning more about Dreams and Goals. This includes identifying our own hopes and dreams, and how this makes us feel, along with identifying how we feel and what we could do about dreams that don't get fulfilled.

We will then move on to 'Healthy Me.' The children will look at family and friendship group dynamics and how unhealthy habits can impact our health. See attached the learning overview for both of these units.



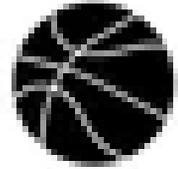
Religious Education

In RE lessons this term, the children will continue deepening their understanding of Sikhism and making comparisons to Christianity, exploring the theme of 'belonging' and 'community'. They will have chance to study different ceremonies that encourage the sense of belonging and community, considering how these concepts might make us feel.



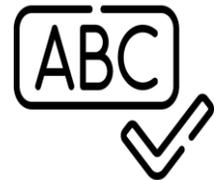
Physical Education

In the first unit, we will focus on dance, where the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.



Spelling

Spelling this half term will involve having daily spelling lessons looking at Year 3/4 common exception words and a range of spelling patterns which concentrates on adding prefixes and suffixes and understanding homophones (words that are spelled differently by sound the same).



Computing

This half term, for computing, we will start of by exploring a unit about robots. In this unit, we will learn how to: research effectively to collect information; create a questionnaire to gather information and design our own robot.



French

In French, children will learn colour and size adjectives in French. We will use the colours to describe objects. We will practise the colour words in games and through looking in detail at the French artist – Henri Matisse. Finally, we will recreate some of Matisse's artwork and use French words and sentences to describe our creations.



Music

This term's music lessons will focus on British rock, where children will explore how bands like The Beatles and The Rolling Stones transformed popular music into a new style. Children will also explore the influences from African American blues and traditional music from India.





Puzzle Three – Dreams and Goals

Spring 1: 'Aspirations, how to achieve goals and understanding the emotions that go with this'



Content Overview:

Hopes and dreams
Overcoming disappointment
Creating new, realistic dreams
Achieving goals
Working in a group
Celebrating contributions
Resilience
Positive attitudes

Vocabulary

Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate

Song: 'For Me'

Puzzle Outcome: Our Garden of Dreams & Goals

DfE Statutory Relationships & Health Education Guidance.

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
(R14) the conventions of courtesy and manners
(R15) the importance of self-respect and how this links to their own happiness
(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

Example of Floor book:



Puzzle Four – Healthy Me

Spring 2: 'Being and Keeping Safe & Healthy'



Content Overview:

Healthier friendships
Group dynamics
Smoking
Alcohol
Assertiveness
Peer pressure
Celebrating inner strength

Vocabulary

Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.

Song: 'Make a Good Decision'

Puzzle Outcome: The Healthy, Happy Me recipe book

DfE Statutory Relationships & Health Education Guidance.

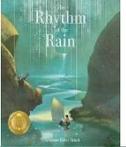
(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
(R20) that people sometimes behave differently online, including by pretending to be someone they are not
(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so(R32) where to get advice e.g. family, school and/or other sources
(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and (H11) that for most people the internet is an integral part of life and has many benefits(H17) where and how to report concerns and get support with issues online (H21) how and when to seek support including which adults to speak to in school if they are worried about their health(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

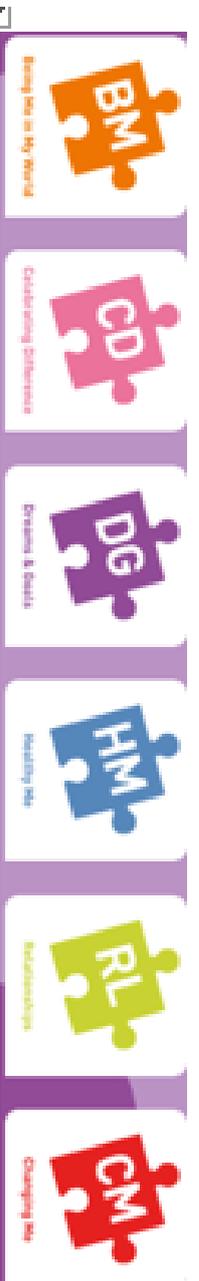
Example of Floor book:



Owls and Woodpeckers

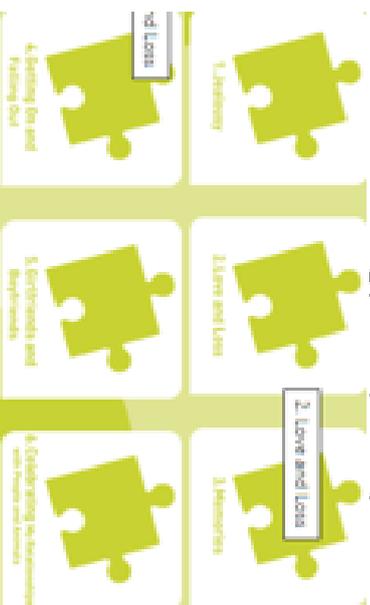


<p><u>English</u> In English this half term, we will be using the text 'The Promise' to write a letter in role as one of the characters.</p> 	<p><u>Maths</u> In maths this half term, we will be continuing to learn about fractions and we will be starting to learn about decimals.</p>  <p>$\frac{3}{5}$ three-fifths</p>	<p><u>Guided Reading</u> In Guided Reading, we will be using the text Rhythm of the Rain and the poem The River to develop our fluency, recall and inference skills.</p> 	
<p><u>Science – Animals including humans.</u> We will be learning about the human digestive system and our teeth. We will compare these with other animals; whilst we also explore teeth health</p> 	<p><u>Geography – Mapping London's Changes</u> The children will explore, through digital technologies, the physical geographic changes, the land use and will develop a more in-depth understanding of why places change.</p> 	<p><u>History – Vikings</u> The children will learn about Viking exploration, Viking ships, the raiding of monasteries, religious beliefs and the story of King Canute and the waves. They will also be asking and answering questions from archaeological evidence.</p> 	
<p><u>PE – Agility and Balance</u> In this unit, the children will develop and apply their reaction, response, and floor work balance through focused skill development sessions, healthy competition and cooperative games.</p> 	<p><u>Music – Recorder</u> We are continuing to make progress in our recorder playing. We will practise the three notes learnt so far, and learn more new notes to allow us to play more complex pieces.</p> 	<p><u>French – Transport</u> In French this half term, we will be learning about types of transport and how to say that we are going to places in France. We will also discuss the geography of France and learn more about the capital city, Paris. We will also continue to build on our knowledge of French phonics</p> 	
<p><u>Computing</u> In this unit, we will evaluate a range of websites, explore different website features and use these to design our own website.</p> 	<p><u>RE – Celebration</u> The children will investigate the reasons and importance of celebrations.</p> 	<p><u>PSHE</u> The children will be learning about relationships this half term. See the Knowledge Organiser attached for more details.</p> 	
<p><u>DT</u> In this unit, children will continue to learn about a varied and healthy diet. They will use seasonal vegetables to create a salad snack such as a wrap or a filled pita.</p>			



Puzzle Five – Relationships

Summer 1: 'Building positive, healthy relationships'



Content Overview:

Jealousy
Love and loss
Memories of loved ones
Getting on and Falling Out
Girlfriends and boyfriends
Showing appreciation to people and animals

Vocabulary

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

Song: 'R-E-L-A-T-I-O-N-S-H-I-P'

Puzzle Outcome: Our relationships fiesta

DfE Statutory Relationships & Health Education Guidance.

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online (H10) it is common for people to experience mental health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough